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ABSTRACT

Developed over a two-and-a-half-year period at Des Moines Family Learning Center, this series of 30-week workshops allows parents to share problems and advice, becoming familiar with the ways in which other parents handle family situations. The series is divided into the following three sections: self-esteem, misbehavior, and emotions; creativity, developing language, developing reading, and motivation; and communication breakdowns and remedies, listening, and talking. Each section is intended to occupy a ten-week period, with nine workshops and a discussion guide for the tenth workshop. Included in this document are a communications bibliography and a communications film list. (JM)

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THE DES MOINES FAMILY LEARNING PROJECT

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FAMILY LEARNING CENTER WORKSHOPS

A Series

For Growth and Getting Along Together

Created By
Maureen Miller

The Des Moines Family Learning Project
is a joint effort of the Des Moines Public Schools
and the Des Moines Area Community College

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The present series of parent education workshops is an outgrowth of a 10-week series begun in 1973. We are indebted to Family Learning Specialists Beverly Horwitz and Audrey Krueger for their part in helping develop the original series.

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INTRODUCTION
AND NOTES TO MODERATOR

For the past two-and-one-half years, groups of parents have been coming to the Des Moines Family Learning Center Workshops. In the relaxed "living room" setting of the centers, the workshops were lively focal points of discussion, debate and decision. Young mothers, concerned dads, parents of all ages gathered together to tackle one common goal--How Can I Be a Better Parent. Various viewpoints were tossed about, comments were interchanged, advice from other parents and staff was listened to and weighed for possible use; results of methods put into practice were shared with one another; ideas gave birth to new ideas. People were talking, thinking, deciding--and sharing.

During these two-and-one-half years, two facts became apparent to the workshop moderators of the six Family Learning Centers:

1) Parents thoroughly enjoyed and benefited from the mutual sharing of family problems, experiences, and solutions to perplexing situations. "I thought I was the only one having problems until I came to the workshops. Then I realized my problems were small," and "Since coming to the workshops my whole family situation has improved tremendously," were typical of the various expressions voiced by participants.
2) Parents were eager for the advice of experts in the fields of communication and child psychology. Workshop participants clustered around the small reference libraries, checking out additional material pertaining to the workshop topics.

Because parents liked this chance to come together for sharing of problems and advice and to learn from other parents and professions, the present Family Learning Workshops--a Series for Growth and Getting Along Together--were developed. Originally, only ten workshops were offered and repeated three times each year. Parents often returned for "reruns"; and the popularity of the original ten plus indications that more workshops would be strongly welcomed led to this present 30-week expansion. The variety of references incorporated into the workshops allows participants to become familiar with different methods of handling family situations. This is an extension of the overall Family Learning workshop philosophy. Parents are told, "This is a way. This is not necessarily the way. Look at the ideas presented; study them to see if they can apply in your family, adopt them if you think they can improve your particular situation."

A

How the Series Is Structured

The Family Learning Center Workshop series is divided into three sections, with each section focusing on interrelated areas of child rearing. The workshops were designed around the following areas because evidence indicated that they were topics of consistent concern to all parents, regardless of social or economic background:

Section I: Self-Esteem, Misbehavior, and Emotions
Section II: Creativity, Developing Language, Developing Reading, and Motivation
Section III: Communication Breakdowns and Remedies, Listening, and Talking

Each section is intended to occupy a 10-week period, with nine workshops and a Discussion Guide. This Discussion Guide is to be used for the 10th workshop, a "summary session," so to speak. It contains questions to involve participants in a review of the ideas exchanged in the preceding nine weeks. The arrangement of the workshops consistently follows the outline below:

1) Materials: In most cases, materials needed are pencils, paper, flip chart or chalk board.
2) Plan: The plan is a kind of "map" for the moderator. It contains points for review, for discussion, and for the introduction of information and exercises. In short, the plan is both a structural and conceptual outline, suggesting to the moderator what to do during a workshop and when to do it.
3) Worksheet Package: Each worksheet package, preceded by a title page, consists of a grouping of exercises and situations designed to give parents a chance to "apply" the principals discussed to a variety of family situations. The worksheets are the heart, so to speak, of each session because they provide the participants with a chance to:
    a. Absorb a wide range of information/ideas about parenting and human relations.
    b. Record their own responses and reactions to the exchange of these ideas.
    c. "Plan" changes and set individual goals which can modify family behavior.

    The worksheets are designed so each participant will be an involved person, not merely a passive listener. Parents are involved by:
    a. Working individually
    b. Working in teams or in groups
    c. Making value judgements
    d. Role playing, etc. (Note: When the term "role play" is used in the directions, parti-

cipants can either read through the designated situations" or can "act them out"--according to the moderator's discretion.

In short, the worksheets give parents a chance to form resolutions and to practice, away from home, solutions to many of the predominant obstacles to getting along together within the family unit.

(You will notice that the Discussion Guide for each section does not contain worksheets as such; it is composed of a series of suggested discussion questions and activities intended to lead participants, individually and in groups, through a summary of all the topics presented during the preceding nine weeks.)

The nature of each section and the titles that define it indicate that all the workshops are interrelated. However, each workshop is also designed as a self-contained unit. Thus, a parent can begin attending the series at any point and will not find himself "lost" even though the group has covered previous material.

In general, the series is intended to accomodate itself to a variety of administrative circumstances and limitations. For instance, the suggested length of each workshop is two hours. However, in certain FLC sites this amount of time may not be available. In such cases (and for groups that the moderator feels cannot cover the material in the time alloted), the moderator should select those worksheets most appropriate to accomplish the goal. The remaining worksheets can be "assigned" for completion at home. Similarly, a parent who has missed a session can be given the worksheet package for that session to complete at home, allowing him to keep pace with his group. Furthermore, the moderator may choose films, appropriate to each area, to "break" or to extend the series. For this purpose a film list is included following the bibliography.

Lastly, some of our participants have enjoyed putting their worksheet packages--as they use them--into a standard three-ring notebook. It provides them with a kind of workbook which they can use as a reference manual for future use.

B

Some Points About Group Behavior

Before you prepare your own workshop series, there are a few points about group behavior that can help you keep your workshop running smoothly.

Whenever people meet together in a workshop group, they will, at one time or another, exhibit behaviors that fall roughly into two categories:

1) Task Behaviors-- Those behaviors which tend to keep the conceptual "information" of the workshop flowing smoothly as the group accomplishes its specified goal.
2) Maintenance Behaviors--Those behaviors which help smooth the personal relationships between members of the group as they work toward their goal.

Both Task and Maintenance Behaviors are interrelated: both are necessary for a warm but efficient workshop. Task Behaviors facilitate "the mechanics" of a workshop and Maintenance Behaviors help effect positive relationships between personalities. Thus both work together in a group to accomplish the desired objectives.

Almost any workshop group can contain one or more occurrences of behaviors that fall into a third category:

3) Blocking Behaviors--These distract from the overall progress of the workshop.

These three categories will become clearer from the examples shown below. By being aware of these functions in group behavior, the moderator can, as a member of the group, exhibit both

Task and Maintenance Behaviors, encouraging other participants to do the same, and keep to a minimum those behaviors which block the process.

TASK BEHAVIORS

1) THE INITIATOR--Proposes actions or goals or tasks and can suggest methods to these; the initiator can outline group problems and suggest resolutions for them.
Example: "It seems to me that we could look at our problem this way . . . Then, we could resolve it in this manner . . ."

2) THE CLARIFIER--Clarifies, proposes and explains ideas or suggestions and can help make the issues before the group more clearly understood by all.
Example: "Your suggestion sounds excellent. If I heard you correctly, you think that the best methods are . . . ."

3) THE INFORMER--Offers facts and states opinions.
Example: "The article in this morning's paper talked about the same topic as our workshop. It said . . ."

4) THE SUMMARIZER--Takes ideas which are similar and pulls them together; he can state suggestions already made using different vocabulary which might be understood more clearly; he can bring out decisions which the group can consider.
Example: "Both Linda and Janet seem to be talking about the same thing. What this says to me is . . . ."

5) THE REALITY CHECKER--Tests ideas against some actual facts to see if the ideas will work.
Example: "I'm going home and try out what you said to see if my daughter will ease up a bit . . . ."

MAINTENANCE BEHAVIORS

1) THE HARMONIZER--Does just that; harmonizes; attempts to smooth out tense situations, disagreements, and arguments.
Example: "I can see the point that Bob and Hank are each making. I'd like both of you to stop a few minutes and hear what I experienced in this area. Maybe both of you can see . . . ."

2) THE GATE KEEPER--Keeps the communication flowing by making it easier for the others to share remarks.
Example: "I have a problem I'd like to discuss with all of you, and I want each one's opinion."

3) THE CONSENSUS TAKER--Checks with trial remarks to see if the group is nearing a decision.
Example: "I believe we've got the answer. Maybe we could 'wrap this up' by saying . . . ."

4) THE COMPROMISER--Offers a compromise, even if he or she has to say he's wrong; he can give in (in conflict) and present an agreement suitable to all.
Example: "I can really see where I was in error. I believe it would be better if . . . ."

5) THE ENCOURAGER--Makes group participants more comfortable through both attitude and words; he or she is warm and friendly, showing interest in the remarks of others with facial expressions and verbal statements.
Example: "That's really an interesting viewpoint. I'll have to say, I hadn't thought of that . . . ."

BLOCKING BEHAVIORS

1) THE DOMINATOR--Dominates, asserts his own superior knowledge, experiences, and wisdom to control or manipulate the group.
Example: "Well, in my experience, that is in professional guidance, of course, I have found the only solution is . . . ."

2) THE AGRESSOR--Deflates the status or the value of the others.
Example: "Well, when you are finished with your fun and games . . . ."

3) THE AVOIDER--Stays off the subject so as not to get involved in any way.
Example: "I know this is off the point, but I've got to tell you what my husband did . . . ."

4) THE DILLETANTE--Makes a production of one's lack of involvement; can attempt to gain recognition in matters that do not pertain to what is discussed.
Example: "I've had some of this before, but when you are finished, make sure I don't forget to talk to you

about my meeting with . . . ."

C

Preparing for the Workshops

The Family Learning Center Workshops are designed to be used with a minimum of preparation. However, it is important, especially when giving the series for the first time, that the moderator read through all the workshops with the same title before presenting the first of that group. Before presenting, then, Helping Your Child Feel Worthwhile--Workshop I, read Workshops I, II and III of this group. In subsequent weeks, reread the particular workshop scheduled for discussion.

The central concepts for each workshop can be found in the "REMEMBER" statements and in the footnoted excerpts taken from published material. A careful reading of these items will provide the moderator with a basic background for the workshops. To round out the preparation, it is helpful to read as much of the reference lists as time permits. These follow the final workshop in each group (Worthwhile III for example). The reference lists have been kept small so as not to overwhelm the moderator and participants, and can form the nucleas of a reference library at each center.

You will note that, in general, the last direction on each worksheet indicates that the entire worksheet is to be discussed by the participants. Participants will naturally want to share with each other frustrations and success with their children, their problems and other situations that concern them. The worksheet discussions tend to give a certain structure to this sometimes random conversation. Preparing the workshop background will help the moderator lend continuity to these discussion segments. They provide for both periodic and overall summary of each topic, and allow for an interchange of viewpoints, a pooling of information, and a gaining of new insights. These discussions not only give parents a break in the structure of the worksheet activities, but maintain the overall sharing philosophy of the Family Learning Centers. (Note: A moderator's first inclination may be to allow participants to "keep on talking", believing quite naturally, that sharing experiences and venting emotions is a healthy process. While this is true to a certain extent, we have found that like anything else, it has its limitations. In time, parents can begin to sense that they are not "accomplishing" the original purpose that brought them together. One of the inherent responsibilities of the moderator is to strike a balance between unlimited conversation and over-efficient progress through the worksheets. This balance is eased to a large degree if the moderator realizes that participants will have an innate trust, and may, in fact, welcome the suggestion that the group "move on to the next worksheet," or "There are some situations in the next worksheet that relate to what we're talking about . . . let's take a look at them . . . .")

In your preparation you will find that workshop plans contain questions which anticipate the central concepts of certain worksheets. This is done to stimulate thinking and to serve as a lead-in to the worksheet topics.

It is also important to not overlook the Materials of each workshop. Assembling them before each workshop will avoid uncomfortable breaks in the workshop continuity.

Lastly, it is possible that a participant might comment about the consistent use of the words, "he," "him," or "his," in reference to a child. If so, it can be explained that this term is generic and used to eliminate the awkward construction of "he and she," "him and her," or "his and hers." In no way is a bias intended.

D

What to Do the First Workshop

You have been named moderator for the workshops; and now, perhaps your question is, "I have all of this information; I really want to work with parents. I am convinced these workshops are important. I think I can be a moderator, but I am not sure. What do I do?"

If these are your thoughts, you already have some of the main characteristics of a good moderator--A COMMITMENT TO THE PARENT WORKSHOPS AND A DESIRE TO DO WELL. Your thoughts also reflect other important characteristics of a good moderator: warmth, openness, and a friendly attitude.

The answer to your last question, "What do I do?" includes the following.

1) At the first session, make sure everyone is introduced to one another before the topic for the series is announced.

   Example: "Before we begin the workshops, we'll be a lot more comfortable if we know one another. Let's try this activity. In the first five minutes, each one should find someone he or she does not know very well. Introduce yourself to one another, each telling your partner three things which are important to you. Then when we are all finished doing that, each member can introduce his partner to the entire group."

2) Keep the lines of communication open and flowing smoothly. Watch and listen carefully. Try to have each person participate in the discussion and try to keep the too-talkative members from dominating the session.

Example: "That's a good point, Cathy . . . What do you think of it, Joe? It seems you have a quizzical look on your face."

3) Watch the time and the material to be discussed and keep it in harmony.
Example: "It's 8:30, and we have several main points left which we must go over, so let's look at the next worksheet. If we have time, we can come back to the point you were making, Lisa, when we finish these next worksheets . . . ."

As moderator, you can help keep the sessions running smoothly and interestingly by asking questions. These can be yes-no; either-or; open-ended; or anything which will stimulate discussion. You can summarize periodically to prevent an "over-loading of mental circuits." This helps participants process small amounts of material without having to absorb large blocks of facts. Giving specific directions can also add to the group involvement.

Example: "Kim has asked each one's opinion. I think that is a good idea. Let's hear what each of you would do in her case."

Giving all participants a chance to voice their experience will make them feel that they are important to the group and will speed the development of rapport and trust--two fundamental ingredients which will help make all your workshops successful.

As one is ready to begin the workshop, it is helpful not to worry too much about "technique," but to keep in mind a simple but important fact--that a warm, responsive person who believes in the dignity and the value of all persons can be effective in bringing about change. As moderator of these workshops designed to be helpful in family relationships, you are joining with all of us who want to meet this challenge of change--in families and in ourselves.

HELPING YOUR CHILD FEEL WORTHWHILE

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet Package:

1. If a Child Lives a, b
2. Individual Goals, Likenesses and Differences a, b, c
3. The Importance of Self-Esteem a, b
4. How a Child Sees Himself a, b
5. How a Child Sees Himself a, b
6. Self-Concept Influences in Children a, b, c
7. Steps to Building Self-Esteem a, b
8. Communicating Acceptance or Non-Acceptance a, b
9. How Do We Respond to Our Children? a, b
10. Results of Positive and Negative Self-Concept a, b
11. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Discuss:

   * What does it mean to be a parent?

   * What do you want to gain from this series of workshops?

   * What is the most important problem or problems you would like to talk about?

   * What is your goal for your child or children?

2. Introduce: Helping Your Child Feel Worthwhile workshop series and goals of the series: To realize the importance of building a child's self-esteem; to practice methods which will build a child's self-esteem; to avoid practices which will tear down a child's self-esteem.

3. Discuss:

   * Being a parent involves our entire being--it is a challenge and an adventure.

4. Introduce: Workshop I and goal of this workshop: To realize how self-concept is formed and to practice steps in building self-esteem in our children.

5. Present and do exercises: Worksheets 1 a, b--If A Child Lives

6. Discuss:

   * In what ways are all children different?

   * In what ways are all children alike?

7. Present and do exercises: Worksheets 2 a, b, c--Individual Goals, Likenesses and Differences

8. Discuss:

   * If a parent tries to build his child's self-esteem, will the child be conceited?

   * What value does "being accepted" have for a person?

9. Present and do exercises: Worksheets 3 a, b--The Importance of Self-Esteem

10: Discuss:

   * What builds self-acceptance in a child?

   * What tears it down?

11. Present and do exercises: Worksheets 4 a, b--How a Child Sees Himself

12. Present and do exercises: Worksheets 5 a, b--How a Child Sees Himself

13. Present and do exercises: Worksheets 6 a, b, c--Self-Concept Influences in Children

14. Discuss:

   * From the material we have covered so far, is there a possible list of steps one can take to making a child feel worthwhile? (Moderator lists these on chalk board or flip chart.)

15. Present and do exercises: Worksheets 7 a, b--Steps to Building Self-Esteem

16. Discuss:

    * How do you communicate acceptance or non-acceptance to a child?

17. Present and do exercises: Worksheets 8 a, b--Communicating Acceptance or Non-Acceptance

18. Present and do exercises: Worksheets 9 a, b--How Do We Respond To Our Children?

19. Present and do exercises: Worksheets 10 a, b--Results of Positive and Negative Self-Concept

20. Discuss:

    * What are the positive results in a child's life if he feels worthwhile as a person?

    * What are the negative results in a child's life if he doesn't feel worthwhile?

21. Present and do exercises: Worksheet 11--Draw Your Own Conclusions--Set Your Own Goals

The Des Moines Family Learning Project
Family Learning Center Workshops

A Series
For Growth and Getting Along Together

Worksheet Package
For

HELPING YOUR CHILD FEEL WORTHWHILE--I

IF A CHILD LIVES

Worksheet 1a

1. Directions: Participants read the following in unison or silently as background to the entire workshop series.

If a child lives with criticism, he learns to condemn.

If he lives with hostility, he learns to fight.

If he lives with fear, he learns to be apprehensive.

If he lives with pity, he learns to feel sorry for himself.

If he lives with tolerance, he learns to be patient.

If he lives with jealousy, he learns to feel guilty.

If he lives with ridicule, he learns to be shy.

If he lives with shame, he learns to be ashamed of himself.

If he lives with encouragement, he learns to be confident.

If he lives with praise, he learns to be appreciative.

If he lives with approval, he learns to like himself.

If he lives with recognition, he learns to have a goal.

If he lives with fairness, he learns to value justice.

If he lives with honesty, he learns to value truth.

If he lives with security, he learns to have faith in himself
and others.

If he lives with acceptance and friendship, he learns to find
love in the world.

--Author Unknown

Worksheet 1b

2. Directions: Underline the portions which are most meaningful to you.

3. Discuss: Entire worksheet.

NOTES:

INDIVIDUAL GOALS, LIKENESSES AND DIFFERENCES

Worksheet 2a

1. **Directions**: Read the statement on the "bookmark" below. Then study the goal it points to and list any additional goals you might have. (This may be cut out for use as a bookmark if you wish.)

> "Every person born in this world represents something new, something that never existed before, something original and unique."
>
> --Martin Buber

OUR GOAL: Helping each child become the person he can really be.

2. **Question**: Do you have another goal? If so, write it below.

Worksheet 2b

3. Directions: In column A below, list ways in which all children are alike. In column B, list ways in which children differ from one another. (Representative answers are on Worksheet 2c.)

LIKENESSES--A	DIFFERENCES--B

4. Directions: Read the "REMEMBER" statement below. Then list below "Ways to Help My Child Feel Worthwhile."

> REMEMBER: ALL PEOPLE, FROM INFANCY TO OLD AGE, HAVE THE NEED TO FEEL LOVABLE AND WORTHWHILE. THE FULFILLMENT OF THIS NEED IS IMPORTANT TO THEIR LIVING THE FULLEST POSSIBLE LIVES.

Ways to Help My Child Feel Worthwhile

1) ____________________

2) ____________________

3) ____________________

4) ____________________

5) ____________________

6) ____________________

7) ____________________

8) ____________________

9) ____________________

Worksheet 2c

5. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 3.

Likenesses: All children have the need to feel lovable.
All children have the need to feel worthwhile.
(Answers will vary.)

Differences: Physical - Mental Characteristics.
Abilities.
Temperament, etc.
(Answers will vary.)

THE IMPORTANCE OF SELF-ESTEEM

Worksheet 3a

1. Directions: Read the following statements on building a child's self-esteem. Which of the three paragraphs mean the most to you? _____

> The key to your child's life is his self-esteem. How he feels about himself will reflect continually into every area of his life--how well he learns at home, his progress in school, how he gets along with friends, and his motivation to try new tasks. It affects everything he does. If affects everything he can grow to be. It affects his personality, his ability to produce, to think, to be creative. Helping a child feel worthwhile is the most important contribution a parent can give to his child.

> "When a person is able to feel and communicate geniune acceptance of another, he possesses a capacity for being a powerful helping agent for the other. His acceptance of the other as he is, is an important factor in fostering a relationship in which the other person can grow, develop, make contructive changes, learn to solve problems, move in the direction of psychological health, become more productive and creative, and actualize his fullest potential . . . When a person feels that he is truly accepted by another, as he is, then he is freed to move from there and to begin to think about how he wants to change, how he wants to grow, how he can become different, how he might become more of what he is capable of being."*

> "Acceptance is like the fertile soil that permits a tiny seed to develop into the lovely flower it is capable of becoming. The soil only enables the seed to become the flower. It releases the capacity of the seed to grow, but the capacity is entirely within the seed. As with the seed, a child contains entirely within his organism the capacity to develop. Acceptance is like the soil--it merely enables the child to actualize his potential."*

---

*Thomas Gordon, Parent Effectiveness Training (New York, 1972), p. 30-31. Used by permission of the publisher, Peter Wyden, Inc.

Worksheet 3b

2. Directions: Fill in the columns below according to their headings.

WHAT MAKES ME FEEL ACCEPTED	WAYS TO HELP AN INFANT FEEL ACCEPTED	WAYS TO HELP A YOUNG CHILD FEEL ACCEPTED	WAYS TO HELP A TEENAGER FEEL ACCEPTED

REMEMBER: SELF ACCEPTANCE IS THE OPPOSITE OF SELF CONCEIT. IT INCLUDES A REALISTIC OPINION OF SELF AND THE DESIRE TO MOVE ONWARD IF POSSIBLE. CONCEIT IS ONLY A COVER-UP FOR LOW SELF-ESTEEM.

3. Discuss: Entire worksheet.

NOTES:

HOW A CHILD SEES HIMSELF

Worksheet 4a

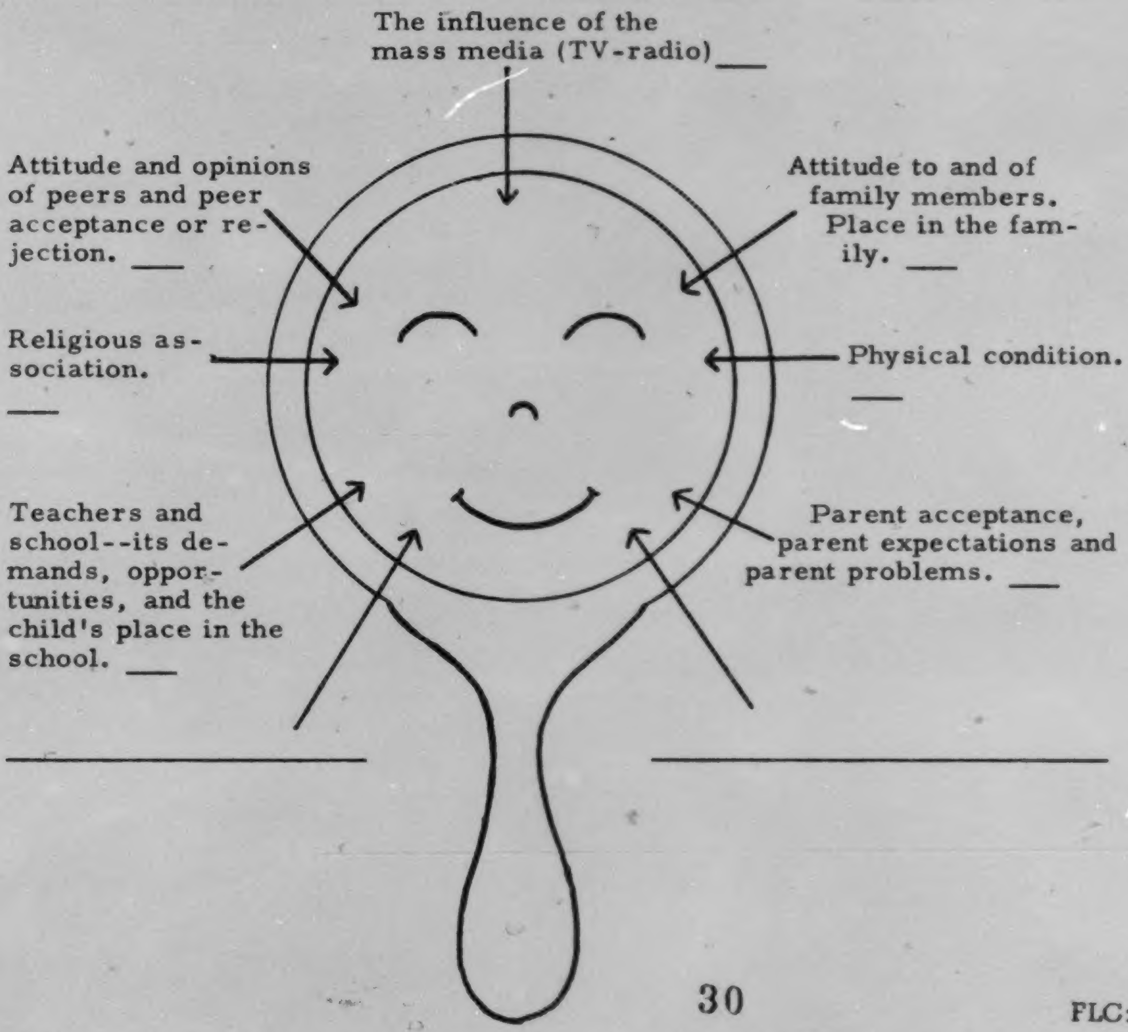
1. Directions: Study the mirror image below which reflects influences on a child's self-concept. Then answer the following questions:

   1) Choose one of your children and study the various influences on his attitude to himself.

   2) What is his age? ______________________________

   3) According to this age, rank the influences in the mirror image in order of their importance. List the most influential as 1, then continue on through 7.

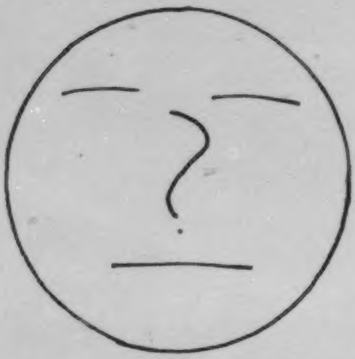
   4) Are there any other influences on a child's self-image which you could list other than those shown? If so, add them to the illustration below.

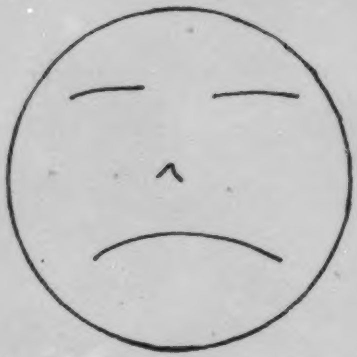

The influence of the mass media (TV-radio) ___
Attitude and opinions of peers and peer acceptance or rejection. ___
Attitude to and of family members. Place in the family. ___
Religious association. ___
Physical condition. ___
Teachers and school--its demands, opportunities, and the child's place in the school. ___
Parent acceptance, parent expectations and parent problems. ___
____
____

Worksheet 4b

> **REMEMBER:** IF A CHILD DOES NOT FIND A SENSE OF SELF-WORTH IN A SOCIALLY ACCEPTABLE MANNER, HE CAN TRY TO FIND IT IN SOCIALLY UNACCEPTABLE OR SELF-DEFEATING WAYS.

2. Directions: Study the diagrams below and discuss results of a child's not finding a sense of self-worth.





NOT FINDING A SENSE
OF SELF-WORTH
(WHO AM I?
WHAT AM I?)
CAN RESULT IN

- Low self-image
- Neurosis: anxiety
- Making impossible demands on self
- Wearing "masks"
- Thinking "I don't count"
- Can try to get acceptance from bossiness, rudeness, etc.
- Can develop poor relationship with others

HOW A CHILD SEES HIMSELF

Worksheet 5a

1. Directions: Read the statements below. Following the statements, list any questions you might have concerning them.*

> "The two influences which are most important in helping the child to shape his concept of himself and the world are his inner and outer environment. However, the objective dimensions of these environments are less important than how the child perceives them in his efforts to relate to the world."*

Inner Environment	Outer Environment
1. What the child experiences in his own body.	1. Impressions from the outside world.
2. The physical capacities with which he was born.	2. Immediate family most important of early influences. a. Family atmosphere b. Place in family c. Sibling relationships often more influential than parents' relationships to child in personality development.

Questions you might have:

---

*Rudolf Dreikurs and Loren Grey, A New Approach to Discipline: Logical Consequences (New York, 1968) pp. 31, 32, 33. Used by permission of the publisher, Hawthorn Books.

Worksheet 5b

2. Directions: From everything we have talked about so far, write a paragraph or statement of your own as to the importance of building self-esteem in your child and of making him feel accepted.

3. Discuss: Entire worksheet.

NOTES:

SELF-CONCEPT INFLUENCES IN CHILDREN

Worksheet 6a

1. Directions: Read the examples below. Then list beneath each paragraph all the influences (both positive and negative) on a child's self-concept. If the influence is a positive one, mark P; if a negative influence, mark N.

A

John is fifteen, gets along with the kids at school, in fact belongs to a group of eight boys who spend a lot of time together. All live in a small Iowa city and attend the same high school. John has just been chosen to be on the basketball team and goes home to tell his dad about it. However, he doesn't interrupt his father because he sees he is working (his father has a home office), and he knows his father hates to be interrupted. He does tell his mother, however, and she is delighted. At dinner when he brings up the subject to his dad, his father responds with, "That is good." Little more is said.

On the night of the first game, he wishes his dad could attend; then he feels angry at his dad for not coming, for if his dad came, then his mom would also. However, neither of them show up, a fact which hurts him, although he gives no indication of this to either of his parents. When he feels angry toward his dad for not coming, he tells himself, "That isn't right. I shouldn't be so mad at Dad. He has to work hard to keep the money coming in."

Worksheet 6b

B

Tim, a six-month old baby, is a wanted child. He is the third child and gets attention from his two older brothers, age six and eight, every day after school. They go to his crib or play pen, take him out on the floor, watch him crawl, and play with him with his toys. His mother sees that he is kept clean and is fed properly, but is so tired that she really doesn't take much extra time with him--and feels guilty about it. She holds him very little, and in general, lets the boys do most of the "playing" with her son. The father comes home only on week-ends, and so extra demands are placed on the mother as to attendance at school functions, and tending to day-by-day annoyances that come up within the family. At times, the mother feels that all she can do is drag herself around.

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C

Joe is the third child, following along the path of a very bright sister and brother. Each is three years apart. When Joe begins school, it is made apparent to him by his teachers that he doesn't conform to standards set by his older brother and sister. At first, he has a happy-go-lucky attitude with his failures and successes, and can even say about one test: "I got 50% in spelling today . . . Mom, but don't worry; the other half was perfect!" Later, in the following years, a spirit of aggressiveness shows. His parents, realizing what is happening, try to show Joe that he is accepted as he is. They wonder if they should say anything to the teacher about his comments and unfavorable comparison of Joe with his brother and sister. But they do nothing about it.

Worksheet 6c

D

Timmy, age one, is placed in his playpen as soon as he is fed by his mother. He has one brother, Tom, six, who pays little attention to him before and after school. When the sitter comes to watch him every day, she watches TV most of the time or uses the phone to talk to her friends. Both Mom and Dad work; and when they get home, they talk about work, or, sometimes about Timmy. Tom, resents this, and is constantly interrupting them if they are even changing a diaper or giving Tim a bottle. The parents are beginning to worry about the complaints they are receiving from school regarding Tom's attention-getting behavior.

2. Discuss: Entire worksheet.

NOTES:

STEPS TO BUILDING SELF-ESTEEM

Worksheet 7a

1. Directions: Carefully read the Do's and Don't's for Parents in Steps To Building Self-Esteem (on worksheet 7b) and the negative examples which can result if the steps aren't followed. List one example of your own following the examples shown in steps 3 and 4.
2. Discuss: Entire worksheet.

NOTES:

STEPS TO BUILDING SELF-ESTEEM*

Worksheet 7b

1. Do: Like People
   1) Listen to thoughts
   2) Listen to feelings (Provide an outlet for hostility, creative play, etc.)

NEGATIVE RESULTS

Dad: "Hate your teacher! What a stupid thing to do. Think it over, and see if I'm not right."

2. Do: Take a Realistic Attitude Toward Limitations and Errors
   1) Don't make demands a child can't reach.
   2) Keep in mind age, genuine ability, and limitations of each child.
   3) Give equal attention to what is done well as what is done poorly.
   4) Help him learn that mistakes can go along with learning.

NEGATIVE RESULTS

Teenage boy: "Yes, I copied all these themes. I wanted my parents to be proud of me."

3. Don't Make People Feel Guilty About Their Physical Characteristics or Personality

NEGATIVE RESULTS

Mother: (Of teenage daughter)

"You'll be liked a lot better if you go on this diet."

NEGATIVE RESULTS

____

____

____

____

____

____

____

4. Don't Insist Or Demand Good Feelings Into Existence

NEGATIVE RESULTS

Mother: "Now, go on, kiss your sister."

Grown Man: "I always was made to kiss my aunt, and I really didn't want to."

Parent: "Aren't you ashamed of yourself, feeling like that! Now, show that you are sorry!"

NEGATIVE RESULTS

____

____

____

____

____

____

*Adapted from Bonaro W. Overstreet, Understanding Fear in Ourselves and Others (New York, Harper and Row, 1971), pp. 146-153.

FLC: 21

COMMUNICATING ACCEPTANCE OR NON-ACCEPTANCE

Worksheet 8a

1. Directions: Participants alternate in reading the following statements aloud. Before each, write how you would feel if each of the messages were said to you. ("O.K." or "Not O.K.")

________ 1) "I'll clean the bathroom. You just run out and play."

________ 2) "Hurry up, hurry up . . . Let me do it. I don't have all day."

________ 3) "Get your hands away from your face. Stop fidgeting, Listen to what I'm saying, can you?"

________ 4) "I really am glad that you're helping me dry the dishes."

________ 5) "You can take off the silverware, but let Aunt Betty take off the dishes because they are my best dishes, and she can reach the table better. When you are four, you'll be able to reach the dishes more easily, and I like someone to get the silverware for me."

________ 6) "No, you don't have to get on the honor roll just because Dan did. Just do the best you can."

________ 7) "You're lazy just like your Aunt Sally."

________ 8) "You'll never grow up to be any good."

________ 9) "You say you wish you were Jane Brown because she has such pretty clothes. If you had to trade everything you are for everything Jane is, would you trade everything or be yourself?"

________ 10) "Let's have a Christmas program and put it on tape to send to Grandmother. Each can do what he wants to. Now, Jack can play the piano better than anyone else, so he can play the piano. Joe can sing better, so he can sing; and Mary, well, how about reciting that Christmas poem. You do that so well!"

________ 11) "You can try out for football, but I'll worry every minute."

________ 12) "Yes, it's O. K. to go over to Mary's house; but, well, I'd rather you wouldn't make it a habit."

________ 13) "What are you looking in the mirror all the time for? Do you think you are beautiful or something?"

Worksheet 8b

REMEMBER: WE CAN SHOW OUR ACCEPTANCE OR NON-ACCEPTANCE VERBALLY BUT ALSO NON-VERBALLY THROUGH BLANK LOOKS, CONCENTRATING ON OTHER TASKS WHEN THE CHILD SINCERELY WANTS OUR ATTENTION, BY FROWNS, SMILES, TONE OF VOICE, LOOK OF INTEREST OR DISINTEREST, ETC.

2. Discuss: Entire worksheet.

NOTES:

HOW DO WE RESPOND TO OUR CHILDREN?

Worksheet 9a

1. Directions: Role play or read the following dialogues. After each dialogue, indicate the type of response (positive or negative) it illustrates. Then write in another response a parent could make which would build self-confidence.

DIALOGUES

Child: (Rushing home from school) Just think, Mom, the big guys asked me to play ball with them.

Mother: Be quiet, can't you. Can't you see, I'm in the middle of this program?

Type of response: ____________________

Another response: ____________________

____

____

____

____

Child: (Rushing home from school) That old Mrs. Jones. I wasn't doing anything, and she made me stay after school. It's always that way. She's picking on me. I hate her. I hate her.

Parent: You're all out of breath from running so fast and being so angry. Sit down for a minute and tell me about it. You say your teacher is always picking on you?

Type of response: ____________________

Another response: ____________________

____

____

____

Worksheet 9b

Daughter: None of the other girls like me. They are always in the "In crowd," and go around together. I know they whisper and make fun of me behind my back. Then they start laughing whenever I come around.

Mother: Maybe if you would try to be nice once in a while, that would help. And, besides, we all have to take our knocks in life. Nothing is easy.

Type of response: ______________________________

Another response: ______________________________

____

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____

____

Child: None of the kids like me. I wish I had a friend.

Parent: Well, if you act at school the way you do at home, it's no wonder.

Type of response: ______________________________

Another response: ______________________________

____

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____

2. Discuss: Entire worksheet.

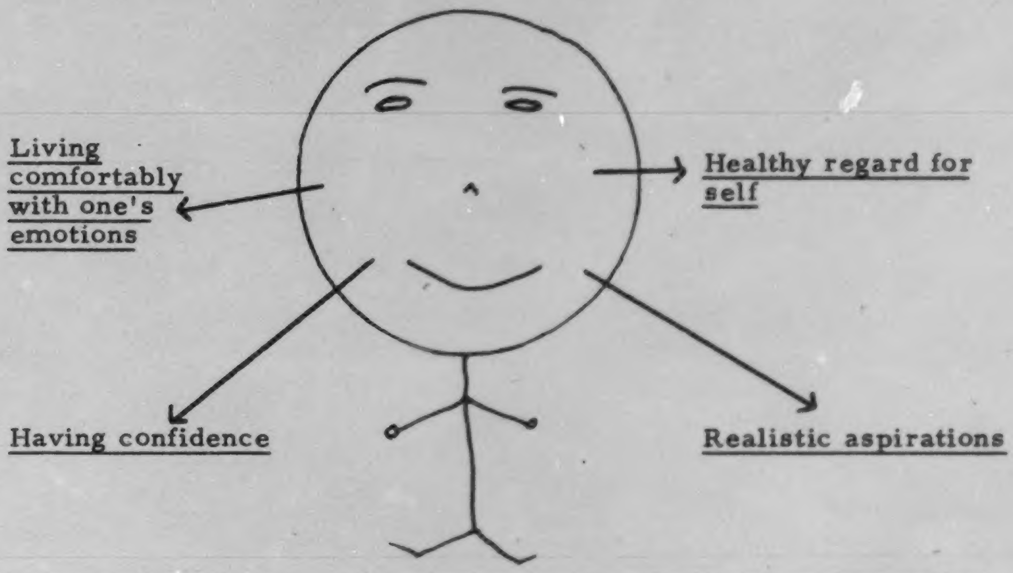
NOTES:

RESULTS OF POSITIVE AND NEGATIVE SELF-CONCEPT*

Worksheet 10a

1. Directions: Read the diagrams which follow and answer the questions in each "REMEMBER" box.

POSITIVE SELF-CONCEPT*


Living comfortably with one's emotions
Healthy regard for self
Having confidence
Realistic aspirations

REMEMBER --POSITIVE SELF-CONCEPT RESULTS IN:

Good Adjustment

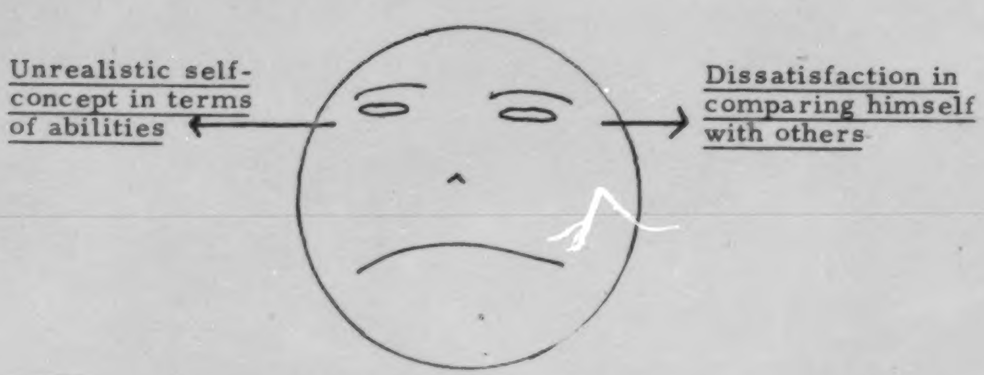
1. Self-confidence
2. Self-esteem
3. Realistic opinion of himself and relationships.
4. ____________________
5. ____________________
6. ____________________
7. ____________________

Question: Can you add any other results?

*Adapted from Elizabeth Hurlock, Child Development (New York, McGraw-Hill, 1972), p. 463.

Worksheet 10b

NEGATIVE SELF-CONCEPT*


Unrealistic self-concept in terms of abilities
Dissatisfaction in comparing himself with others

REMEMBER --NEGATIVE SELF-CONCEPT RESULTS IN:

Poor Adjustment

1. Feeling of uncertainty
2. Inferiority
3. Lack of self-confidence
4. Low self-esteem
5. ____________________
6. ____________________
7. ____________________

Question: Can you add any other results?

2. Question: Do you see any of the above examples of positive and negative self-concept reflected in your child? ______________________________

   List any, if you wish: ______________, ______________, __________,
   ______________, ______________, ______________, __________.

3. Discuss: Entire worksheet.

Adapted from Elizabeth Hurlock, Child Development, p. 463.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 11

1. Directions: Participants form teams. Each team lists main points covered in this workshop in the space below. While participants are summarizing principles, the moderator lists on chalk board or flip chart the main points of workshop. Compare lists and discuss.

   ____

   ____

   ____

   ____

   ____

   ____

2. Directions: Set goals for the week.

   1) Read "If A Child Lives" each day.

   2) Read over the entire workshop twice during the week as a positive step in helping your child's entire future.

   3) Underline the above goals or portions of the goals on which you agree to work. If you wish to set a goal of your own, write this in the space below.

      My alternate goal: ______________________________

      ____

      ____

      ____

3. Discuss: Entire worksheet.

NOTES:

HELPING YOUR CHILD FEEL WORTHWHILE

Workshop II

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet Package:

1. Our Interrelated Selves a, b
2. Examples of Positive and Negative Acceptance of Self a, b
3. What Can Happen if a Parent Does Not Help a Child Feel Worthwhile? a, b
4. "Put-Downs" and the Process of Encouragement a, b
5. "Put-Downs" and Self-Concept
6. Personality: Self-Concept and Traits a, b
7. Personality: Self-Concept and Traits a, b
8. Happiness in Childhood a, b
9. The Perfect Child a, b
10. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at previous workshop.

2. Discuss:

   * How would you define self-esteem?

   * How does it affect your child's future?

   * How can you instill self-esteem in your child?

   * If you love your child, does that mean he feels that he is loved?

   * What are the basic needs of every child?

   * Would any one like to share an experience resulting from last week's workshop?

3. Introduce: Helping Your Child Feel Worthwhile--Workshop II and goals of this workshop: To realize the traits (and the results) of positive and negative self-esteem in children; self-concept as the core of personality; the effects of "put-downs" on self-concept; how happiness is developed in children.

4. Discuss:

   * Are we "different people" according to the type of people we associate with?

   * What would you say it means to be "one's self?"

5. Present and do exercises: Worksheets 1 a, b--Our Interrelated Selves

6. Present and do exercises: Worksheets 2 a, b--Examples of Positive and Negative Acceptance of Self

7. Discuss:

   * Should a parent feel guilty if he occasionally feels he has damaged his child's sense of worth?

   * What happens to a child if he doesn't feel he is a worthwhile person?

8. Present and do exercises: Worksheets 3 a, b--What Can Happen if a Parent Does Not Help a Child Feel Worthwhile?

9. Discuss:

   * What are "put-downs"?

   * How do they affect the child?

10. Present and do exercises: Worksheets 4 a, b--"Put-Downs" and the Process of Encouragement

11. Present and do exercises: Worksheet 5--"Put-Downs" and Self-Concept

12. Discuss:

    * What makes up the personality of the child?

    * What part does self-concept play in the formation of personality?

13. Present and do exercises: Worksheets 6 a, b--Personality: Self-Concept and Traits

14. Present and do exercises: Worksheets 7 a, b--Personality: Self-Concept and Traits

15. Discuss:

- Do you think most children are naturally happy?
- Do you think it matters too much if a child is unhappy most of the time, or will he outgrow this?
- Can we "talk" a child out of unhappiness?
- What do you think makes up happiness in childhood?

16. Present and do exercises: Worksheets 8 a, b--Happiness in Childhood

17. Discuss:

- Is the perfect child always a child who has positive self-esteem?
- Can you give any examples to back up your viewpoint?

18. Present and do exercises: Worksheets 9 a, b--The Perfect Child

19. Present and do exercises: Worksheet 10--Draw Your Own Conclusions--Set Your Own Goals

The Des Moines Family Learning Project
Family Learning Center Workshops

A Series
For Growth and Getting Along Together

Worksheet Package
For

HELPING YOUR CHILD FEEL WORTHWHILE--II

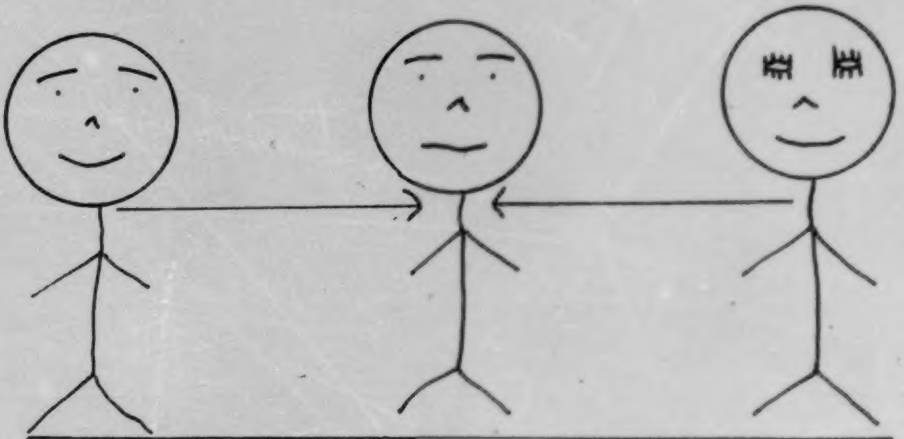
OUR INTERRELATED SELVES*

Worksheet 1a

1. Directions: Study the chart below showing Our Interrelated Selves. Then, according to this chart, list the different selves shown in the example, Thomas, the Ideal? (Representative answers are on Worksheet 1b.)

OUR INTERRELATED SELVES

SOCIAL SELF	PERSONAL SELF	IDEAL SELF
The idea a person has about his relationships to others.	The image a person has as a physical and social being.	The image a person has of what he would like to be.
This part of self seeks self-acceptance by others.	An organized set of attitudes, beliefs, values and patterns of life help make up the existing self.	This part of self keeps goals, aspirations and best thoughts about himself.



REMEMBER: ADJUSTMENT AND STABILITY DEPEND UPON THESE THREE SELVES TO BE PULLED INTO ONE.

---

*See Helen Gum Westlake, Relationships (Lexington, Mass., Ginn and Co., 1972), p.15.

Worksheet 1b

EXAMPLE - THOMAS, THE IDEAL?

(According to the chart on the preceding page, list the different selves shown in the example of 15 year-old Thomas.)

> Thomas, age 15, seemed to be the ideal child. Whenever his parents were around, he displayed their fairly rigid, set moral code. To be a good guy, he would often get drunk when out with other boys, a fact which didn't bother him. For kicks, the group decided to steal cars, and for one month he was part of the car-stealing gang. It was as if everything the boy learned at home was not really adopted internally by Tom. He became confused and guilty.

SOCIAL SELF	PERSONAL SELF	IDEAL SELF

2. Question: Why was Tom confused and guilty?

____

____

3. Discuss: Entire worksheet.

****

Representative answers to numbers 1 and 2.

1.

Social Self	Personal Self	Ideal Self
Would often get drunk Steal cars	Confused, guilty	Part of Thomas wishes to accept parents' values; another part wishes to act against these values: his ideal self not defined clearly.

2. Tom was probably confused and guilty because he didn't think he was of value since his actions did not adhere to the values of his parents.

EXAMPLES OF POSITIVE OR NEGATIVE ACCEPTANCE OF SELF

Worksheet 2a

1. Directions: Participants role play the following examples. Circle each example "P" or "N" according to positive or negative acceptance of self that is illustrated.

Nancy:	(On playground with the girls from her sixth-grade class) You think I cared that old Miss Watson yelled at me in class--don't be silly! Anyway, I knew the answer; and I was mad that she didn't call on me the whole period, and I was going to let her know I was mad. That's why I called her what I did.
Tammy:	Yes, I don't like her at times either, and Miss Watson is not always fair, but how do you think you can get away with calling her "Stupid?"
Nancy:	She won't do anything to me. Just wait and see. Oh, well, let's forget it. I want to tell you what my mom is going to get me this weekend. She promised me a whole new outfit if I would get good grades, and even if I didn't, I know I'll still get it, 'cause I heard her telling Dad she was going to give in anyway. No, Dad isn't home too much, but when he is, he sure makes up for it.
Tammy:	What do you mean? Makes up for it? Why does he have to make up for it?
Nancy:	That's why he brings me all those things. Like the TV for my own room. And for Christmas, I get to have my own phone.

P or N

****

Joshua:	(coming home from school) Guess what? I got chosen for the best part in the school play!
Mother:	You did! That's wonderful. What part is it? But, wait a minute, if you got chosen for the part, why do you still look so doubtful?

Worksheet 2b

Joshua: Well . . . I wanted the part. And I was glad I got it. I really was. But when Mr. Jeffries named me, a couple of the guys started laughing, and then after school, they followed me part way home singing, "Joshua can't play ball, play ball, play ball . . . . He can only be in a play, and that is all. That is all. That is all."

Mother: That hurt you didn't it?

Joshua: Yes, because I'd like to be on the ball team, too, but I never seem to be able to make the team.

Mother: You really care about making the team, too. It seems you want to be in the play, and the boys to quit teasing you about it, too.

Joshua: I sure do. I want both things. But I guess you can't have everything. And you can't be good at everything. I'll just keep on practicing catch with Dad on weekends. I'm lucky there--Dad sure has helped me improve my throw. Say, I wonder what he'll say when he hears about the play?

P or N

2. Discuss: Entire worksheet.

NOTES:

WHAT CAN HAPPEN IF A PARENT DOES NOT HELP A CHILD FEEL WORTHWHILE?

Worksheet 3a

1. Question: What happens if a child doesn't feel worthwhile? If he cannot find a sense of love and'worthwhileness' from his associates?

   Answer: Because the urge for psychic survival is strong, he tries to build a self-image he can live with.

2. Directions: Read the example below and the various results that follow it. In your own words, write a brief summary of this worksheet--what happens if a child does not feel loved or worthwhile and does not receive this from parents or associates.

> Johnny, 9 years old, is afraid of his father, and constantly lives in the hopes he will measure up to what his father is in the terms of physical strength and the ability to "take it." His father is determined that Johnny won't be a sissy and is determined that Johnny can learn to take it in a hard, cruel world. The father has a violent temper, which often flares out at the slightest provocation. On the surface, these attempts at building up the boy's "strength" are under the guise of "having fun" but they are often shown in teasing and sarcasm. Harsh physical punishment is contrasted with occasional displays of affection.

1) Johnny tries to build a self-image he can live with, but can find nothing to help him protect his body or his pride, and is likely to develop a confused self-image which will continue to be confused in his relationships to his environment.

2) He can't really escape a permanent fear: daydreams, fantasies, etc., are only temporary.

3) He can secretly hope that his father will be hurt, can secretly hate his father.

4) He can feel very guilty about hating his father, for he has been taught that one should not hate his parents.

5) He cannot only fear his father but his own thoughts. He feels that if anyone knew what he would be thinking, they would reject him.

6) Because he is certain of this, he can feel that he deserves to be rejected.

Worksheet 3b

7) Strong feelings of hate and destruction become "BAD" to him. He cannot tolerate them and so pushes them into his unconscious. Fear becomes a type of anxiety.

8) Constantly expecting to be hurt, a child can be meek and undemanding; he can wait for others to pay attention to him.

9) He can turn his anger outward and hurt--dominating.

10) He can turn it inward and hurt himself: becoming continually sick, accident prone, etc.

____

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____

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____

____

3. Question: Do you think the above example is typical of a parent's behavior with his child ?

____

4. Discuss: Entire worksheet.

NOTES:

"PUT-DOWNS" AND THE PROCESS OF ENCOURAGEMENT

Worksheet 4a

1. Directions: Read the following quotation from Dr. Rudolf Dreikurs and answer the questions below:

> "Children so dearly want to be a real part of the family. Yet, in their attempts to do their part, to gain recognition, to find a place, they meet with constant discouragement. In a thousand different ways, we confront them with our doubts of their ability. We do this either directly with discouraging words or by tone of voice or actions that show parental authority. All too often, we get across to our children that we consider them inept, unskilled, and generally inferior--if not impossible. We reject them as being weak and inferior--an attitude which in itself produces an atmosphere of discouragement. Encouragement, then, is a continuous process aimed at giving the child a sense of self-respect and feelings of accomplishment. From earliest infancy the child needs help in finding his place through achievement. We also discourage through overprotection. Children need to learn to take bumps and rebuffs in stride. A bruised knee will mend. Bruised courage may last a lifetime."*

2. Questions:

1) Do you agree with the above statement?

____

2) What are some of the words we use to give a child encouragement?

____

____

____

3) What are some of the words we use that can discourage a child?

____

____

____

*Provided by and used with permission of Parent Education Association, Box 18, Columbia, Mo.

Worksheet 4b

3. Directions: Read each of the following statements. Place an E before those that encourage a child. Place a D before those that might discourage a child, those that contain "put-downs."

____ 1) I really believe you can do it, Mary. You've done similar things before--even if they were hard.

____ 2) It won't be long until you finish. Just keep up the work you've been doing.

____ 3) I know it's not easy, but look at all you've done so far on this.

____ 4) Just keep up the way you're acting, and you'll see what happens--you'll never be able to do anything. It comes from not trying!

____ 5) Of course, I'll walk you to school. I don't want the boys to make fun of you as you say they do.

____ 6) I'd rather you didn't. You might get hurt sleigh riding.

____ 7) I'm never going to let you paint again. You are so messy.

____ 8) I am really pleased that you wrote your grandmother such a nice letter.

____ 9) Even if your project didn't win a prize, I thought it was very good, and I know how hard you tried. There's always a next time.

4. Discuss: Entire worksheet.

NOTES:

"PUT-DOWNS" AND SELF-CONCEPT

Worksheet 5

1. Directions: Singly, or in pairs, participants list as many "put-downs" as one of your children might receive in a day.

2. Question: How do you feel if you continually receive "put-downs?"

3. Question: What do "put-downs" do to your sense of self-worth?

4. Question: How do you think "put-downs" affect your child?

5. Question: If you avoid "put-downs" are you spoiling your child? Can you get the same message across and avoid "put-downs?"

6. Discuss: Entire worksheet.

PERSONALITY: SELF-CONCEPT AND TRAITS

Worksheet 6a

1. Directions: Diagram A illustrates how personality is made up of a child's self-concept and traits. Complete diagram B according to your child's traits and self-concept as you see them.

DIAGRAM A

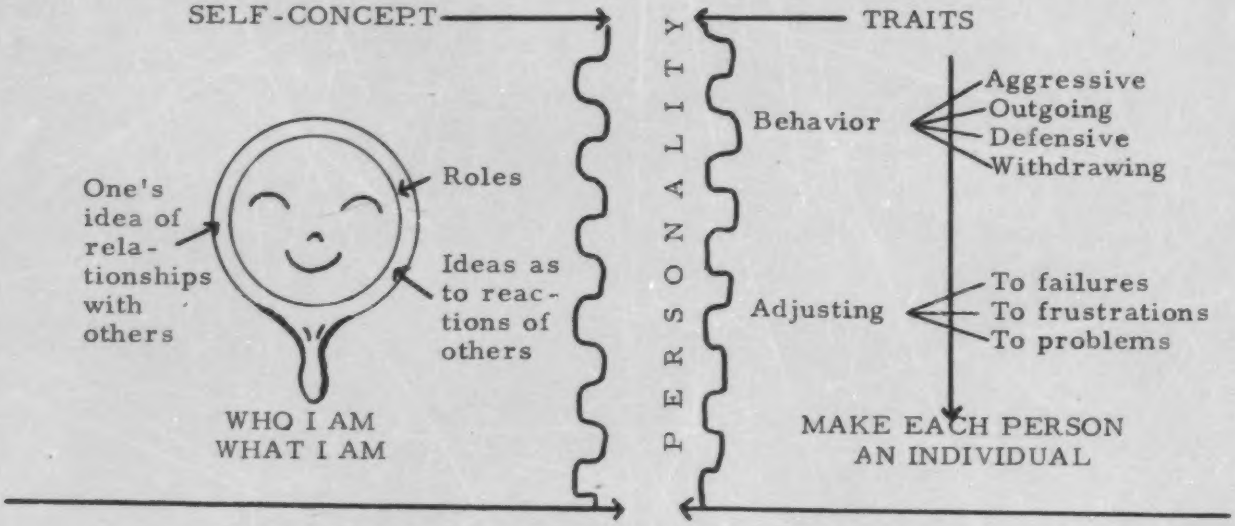
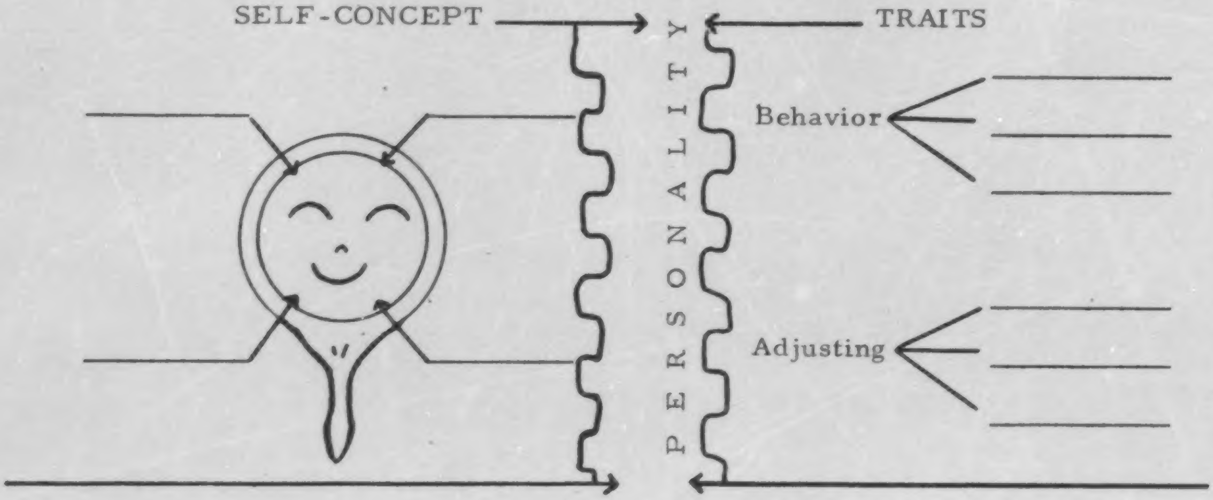

SELF-CONCEPT
TRAITS
PERSONALITY
One's idea of relationships with others
Roles
Ideas as to reactions of others
WHO I AM
WHAT I AM
Behavior
Aggressive
Outgoing
Defensive
Withdrawing
Adjusting
To failures
To frustrations
To problems
MAKE EACH PERSON AN INDIVIDUAL

DIAGRAM B

MY CHILD'S SELF-CONCEPT—TRAITS—PERSONALITY


SELF-CONCEPT
TRAITS
PERSONALITY
Behavior
Adjusting

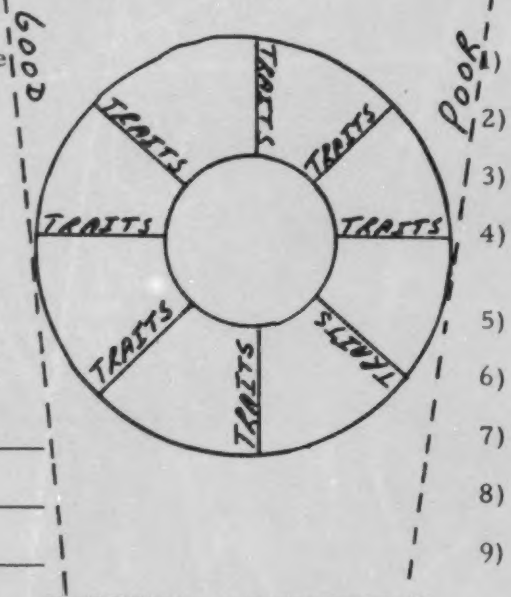
Worksheet 6b

REMEMBER: PERSONALITY HAS TWO MAIN PARTS: SELF-CONCEPT AND TRAITS. THE SELF-CONCEPT PORTION IS THE CORE--THE MOST IMPORTANT PART. THE SELF-CONCEPT PORTION INFLUENCES THE DIFFERENT FORMS OF DIFFERENT TRAITS.*

A

Positive self-concept results in:

1) Self-confidence
2) Self-esteem
3) Ability to be realistic about oneself
4) Accurate judgment as to relationship with others
5) ____________
6) ____________
7) ____________



B

Negative self-concept results in:

1) Uncertainty
2) Inferiority
3) Inadequacy
4) Lack of self-confidence
5) Low self-esteem
6) ____________
7) ____________
8) ____________
9) ____________

PERSONAL ADJUSTMENT

2. Directions: Why is it important to have a good self-concept?

____

____

Fill in as many additional results of positive and negative self-concept as you can in the above columns A and B.

3. Discuss: Entire worksheet.

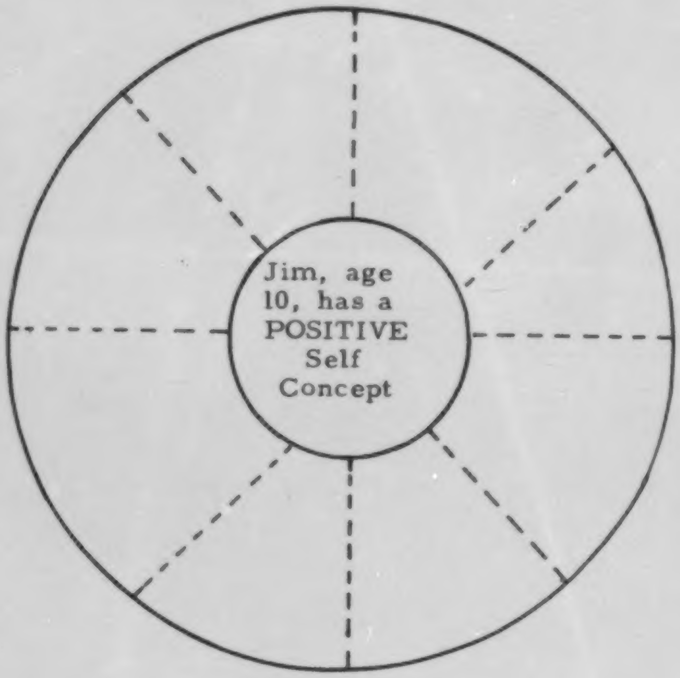
---

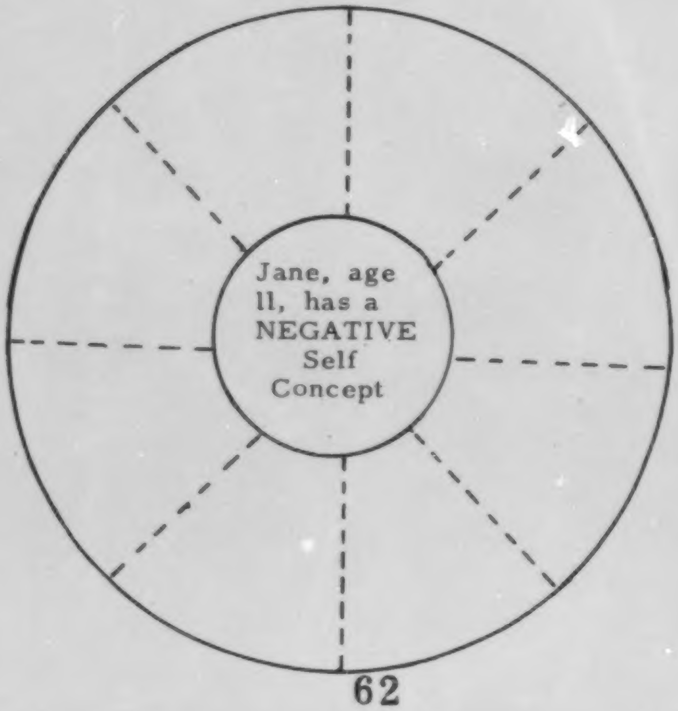
*See Elizabeth Hurlock, Child Development (New York, McGraw-Hill, 1972) p. 463.

PERSONALITY: SELF-CONCEPT AND TRAITS

Worksheet 7a

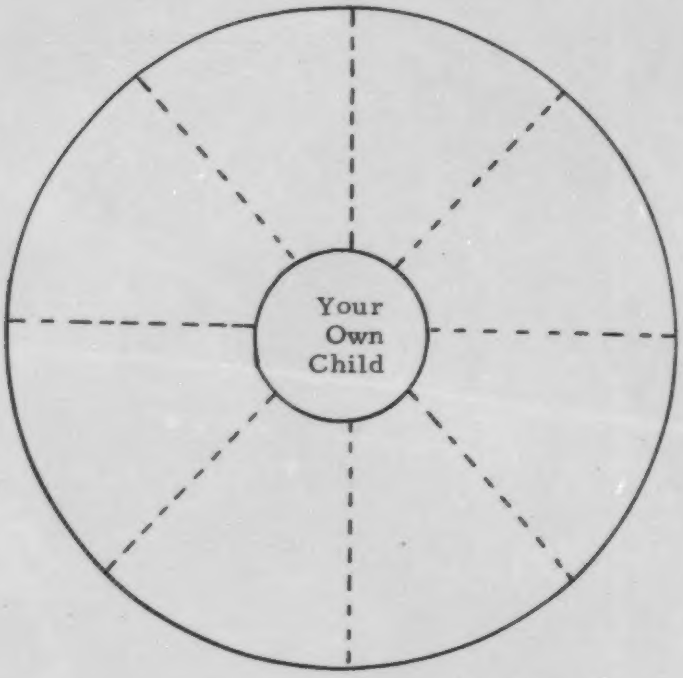
1. Directions: From the information on Worksheets 6 a, b, fill in the traits on the dotted lines of each "personality wheel" below according to the brief description accompanying each.


Jim, age
10, has a
POSITIVE
Self
Concept


Jane, age
11, has a
NEGATIVE
Self
Concept

Worksheet 7b

2. Directions: Following the exercises on the preceding page, use as an example one of your own children or a child you have observed closely. Then fill in the traits he shows according to the type of self-concept he exhibits.



3. Discuss: Entire worksheet.

NOTES:

HAPPINESS IN CHILDHOOD

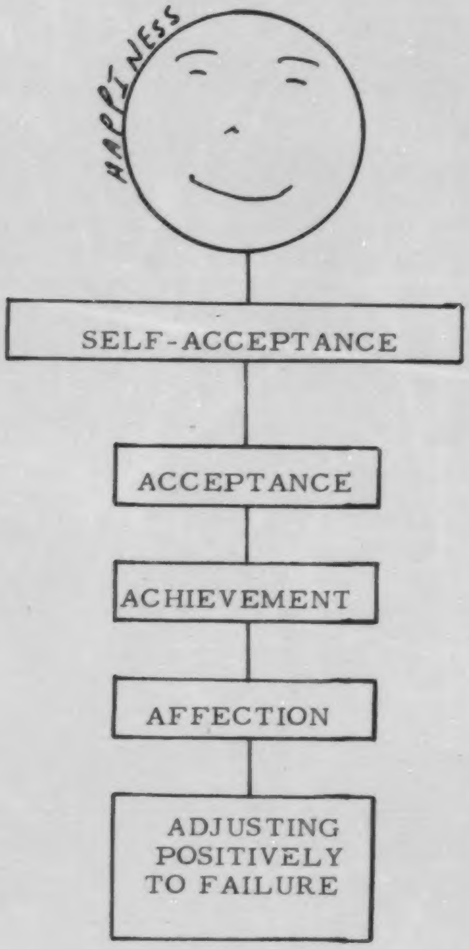
Worksheet 8a

1. Directions: Study diagram A below showing factors which contribute to happiness in a child. Then fill in the "unhappy child" diagram B below.

THE HAPPY CHILD

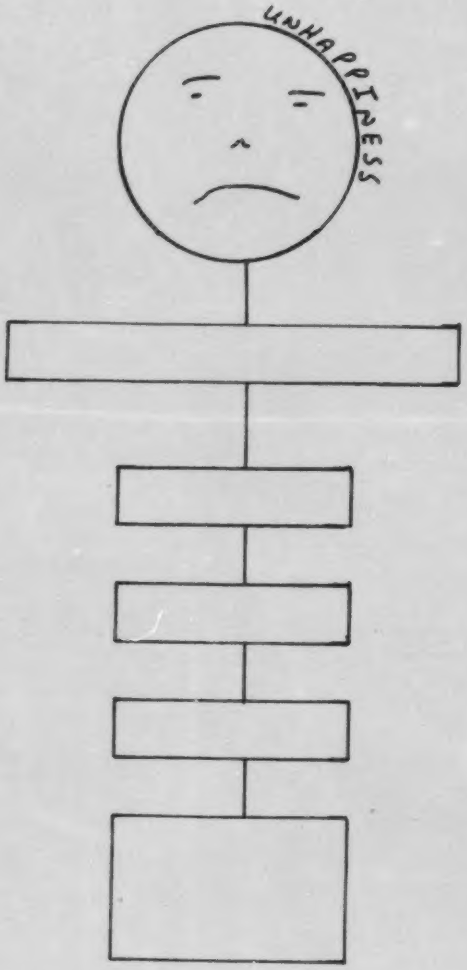
Happiness in childhood comes from self-acceptance, from affection from people who matter, from achievements, and from (positive) adjustments to failure.

A


HAPPINESS
SELF-ACCEPTANCE
ACCEPTANCE
ACHIEVEMENT
AFFECTION
ADJUSTING POSITIVELY TO FAILURE

THE UNHAPPY CHILD

B


UNHAPPINESS

See Elizabeth Hurlock, Child Development, p. 488.

REMEMBER: HAPPINESS IN CHILDHOOD COMES FROM SELF-ACCEPTANCE, WHICH COMES FROM ACCEPTANCE AND AFFECTION FROM PEOPLE IMPORTANT TO THE CHILD, FROM ACHIEVEMENT, AND FROM POSITIVE ADJUSTMENT TO FAILURE.

2. Discuss: Entire worksheet.

NOTES:

THE PERFECT CHILD

Worksheet 9a

1. Directions: Read the following paragraph and answer the questions which follow.

> "Many children who are the sheer delight of their parents and teachers are actually not so perfect as they seem to be. They merely try very hard to display their 'goodness' to gain praise and recognition. Their lack of genuine goodness becomes apparent under certain circumstances. They often have a poor social relationship to their own age group; if they cannot shine, they feel lost. Their desire to be perfect, to be correct, to be superior is often stimulated by overambitious and perfectionistic parents who encourage such traits, sometimes in playing this particular child against other siblings. Competition with a sibling often leads to the development of this striving for applause . . . . Little do he and his parents realize how his excellence affects the other sibling, driving the latter into discouragement and maladjustment. The virtue of the model child is only too frequently achieved at the expense of the problem child."*

2. Questions:

1) Do you agree with the above paragraph?

____

2) Have you personally seen an example of this in a child that you have observed closely?

____

3) Do you think such a perfect child would be genuinely happy?

____

4) Why or why not?

____

____

____

____

---

* Rudolf Dreikurs, Coping With Children's Misbehavior (New York, 1972), p. 13. Used by permission of the publisher, Hawthorn Books, Inc.

Worksheet 9b

5) What kinds of "selves" does the perfect child display? (Refer to Worksheet l if you wish.) Describe characteristics of each.

6) Are these "selves" unified?

3. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 10

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Read "Put-Downs and the Process of Encouragement" once a day. Avoid put-downs. Consciously try to use words of encouragement with your child at least once a day.

   2) Underline the portion of the above goal toward which you agree to work. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ____________________

3. Discuss: Entire worksheet.

NOTES:

HELPING YOUR CHILD FEEL WORTHWHILE

Workshop III

Materials: Pencils and flip chart or chalk and chalk board. Paper, pencils, 12 x 18 oaktag, magic markers, crayons, pins, note-pad, large-size paper plates, scissors, old magazines, construction paper, 9 x 12 sheets of wrapping paper, paste sufficient for number of participants attending, two IALAC name-tags for each participant made according to diagram on Worksheet 3b. (Display these materials on a single table in the room.)

Worksheet package:

1. Agree-Disagree Statements
2. Bookmarks a, b
3. I am Lovable--I am Capable a, b
4. Activities to Boost a Child's Sense of Self a, b
5. Draw Your Own Conclusions--Set Your Own Goals
   References

Plan:

1. Review: Principles covered at previous workshop.

2. Discuss:

   * What are some examples of words that encourage and words that discourage a child?

   * Is there any one who would like to share an experience of the past week which resulted from the last workshop?

3. Introduce: Helping Your Child Feel Worthwhile--Workshop III and goal of the workshop: To realize the need each child has to feel loved and worthwhile; to practice activities which will help your child feel lovable and worthwhile.

4. Present and do exercises: Worksheet 1--Agree-Disagree Statements

5. Present and do exercises: Worksheets 2 a, b--Bookmarks

6. Discuss:

   * From principles of the past workshops, what are all children's basic needs?

7. Distribute: Two "I am Lovable--I am Capable" nametags (made according to the directions of Worksheet 3b) to each participant.

8. Present and do exercises: Worksheets 3 a, b--I am Lovable--I am Capable

9. Present and do exercises: Worksheets 4 a, b--Activities to Boost a Child's Sense of Self

10. Present and do exercises: Worksheet 5--Draw Your Own Conclusions--Set Your Own Goals

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HELPING YOUR CHILD FEEL WORTHWHILE--III

AGREE-DISAGREE STATEMENTS

Worksheet 1

1. Directions: Read each statement. Circle either A or D if you agree or disagree with each statement. Then work in pairs and do the same thing. If you cannot come to an agreement, change the wording in any statement enough so that you can possibly come to an agreement.

A D 1. A child who does not receive proper affection and a sense of self-worth from home will always accomplish less than he might have accomplished.

A D 2. For a teen-ager, the pressures of associates and friends is more important than the influence of parents.

A D 3. The need of love and the need to feel worthwhile are with some people from the day they are born until the day they die.

A D 4. One positive experience of a child will very likely balance one negative experience.

A D 5. If a child has a low self-esteem when he begins school, the damage will be corrected by teachers.

A D 6. It is easy to understand our children.

A D 7. Relying on instincts in raising children is better than getting ideas for help from advice of experts.

A D 8. An expert parent is one whose child shows a great deal of self-confidence.

A D 9. Self-acceptance in a child is built by sometimes giving in to his wishes.

A D 10. A child who has a good sense of self-worth always feels good about himself.

A D 11. Telling a child "I love you" continually will give him a sense of feeling loved.

A D 12. A child can feel loved without telling him you love him.

2. Discuss: Entire worksheet.

BOOKMARKS

Worksheet 2a

1. Directions: Read each bookmark. Rank them in order of preference and try to memorize the one which you like the best. (These may be cut out for use if you wish.)

"Our inner motto is: Let me understand. Let me show that I understand."

"Let me show in words that do not automatically criticize or condemn."

"How can we become aware of what children think and feel inside?"

"All we need is an ear to listen, an eye to behold, a heart to feel."

--Dr. Haim Ginott, Between Parent and Child, p. 83*

"A sophisticated view of human reality takes account of the possibility that where there is love, there is also some hate; where there is admiration, there is also some envy; where there is devotion, there is also some hostility; where there is success, there is also apprehension. It takes great wisdom to realize that all feelings are legitimate; the positive, the negative and the ambivalent."

--Dr. Haim Ginott, Between Parent and Child, p. 38*

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*Haim Ginott, Between Parent and Child (New York, Avon Books, Hearst Corp., 1969) Used by permission of Dr. Alice Ginott, literary executor.

Worksheet 2b

> "Why is parental acceptance such a significant positive influence on a child?"
>
> "When a person feels that he is truly accepted by another, as he is, then he is freed to move from there and to begin to think about how he wants to change, how he wants to grow, how he can become different, how he might become more of what he is capable of being."
>
> Dr. Thomas Gordon, Parent Effectiveness Training, p. 31 *

2. Discuss: Entire worksheet.

NOTES:

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*Thomas Gordon, Parent Effectiveness Training (New York, 1972) Used by permission of the publisher, Peter Wyden, Inc.

I AM LOVABLE--I AM CAPABLE*

Worksheet 3a

> REMEMBER: EVERY PERSON HAS AN INNER NEED TO FEEL LOVED AND TO FEEL WORTHWHILE.

1. Directions: List below all the put-downs you have received in the past week. Then take one IALAC nametag given to you at this workshop. For each put-down you received, tear off a piece of the IALAC nametag.

______ ______ ______

______ ______ ______

______ ______ ______

______ ______ ______

______ ______ ______

2. Directions: Think--and try to list below all the put-downs your child has experienced in the past two days. Take the second IALAC nametag given to you. For each put-down listed, tear off a piece of your child's IALAC nametag.

______ ______ ______

______ ______ ______

______ ______ ______

______ ______ ______

______ ______ ______

3. Question: What is the message in this activity?

____

____

____

*Adapted from Sidney Simon, I am Loveable and Capable (Niles, Illinois, 1973). Used by permission of the publisher, Argus Communications.

Worksheet 3b

Moderator: Directions for making nametags. Use oaktag cut in 3 x 2 inch dimensions. Punch hole and insert colored string of sufficient length) so that it can be worn around participant's neck.

IALAC
(I Am Lovable
And Capable)

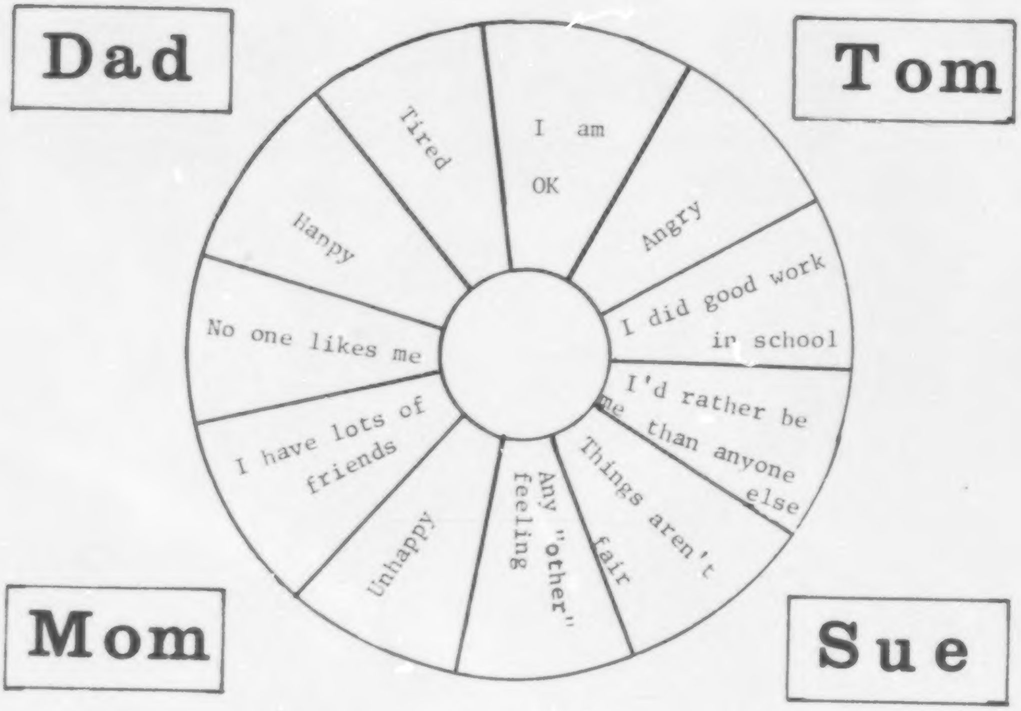
ACTIVITIES TO BOOST A CHILD'S SENSE OF SELF

Worksheet 4a

1. Directions: From the activity-material table displayed at this workshop, take the following: piece of oaktag and large-size paper plate, crayons, magic markers, ruler, paper and pencil. With these, construct a "Feel Wheel" similar to the one drawn below. Use the paper plate as a pattern for circle drawn in center of oaktag. Write name of each of your children, on a piece of paper and pin to the oaktag on the outside of the circle. If you wish, parent's names can also be included. This can be placed in a prominent spot at home or in your child's room, depending on the way you wish to use this "Feel Wheel." If you wish to provide your child alone with an outlet for his feelings without being criticized for them, this can be hung in the child's room. If you think the whole family would like to participate, it can be hung in a more general activity room of your home.

Whenever the child (or anyone) wishes, let him feel free to take his name-tag from the side of the "Feel Wheel" and place it on a "feeling" listed. Be sure he receives no criticism for what you might consider "negative" feelings.

FEEL WHEEL *


Dad
Tom
Tired
I am OK
Angry
Happy
I did good work in school
No one likes me
I'd rather be me than anyone else
I have lots of friends
Things aren't fair
Any "other" feeling
Unhappy
Mom
Sue

Worksheet 4b

2. Directions: Help you child construct an "All About Me" booklet. Materials can be obtained from the activity-material table at this workshop. You can use construction paper or wrapping paper for pages. Pages can be punched and laced together or stapled. Depending on the child's age, this can be filled with pictures the child cuts out, with writing, or with art work. Use your imagination for titles which focus on your child's individuality: "If I Could Be Anybody I Wanted to Be . . ." "Sometimes I Am. . ." "I Like . . ." or simply "All About Me."

3. Discuss: Entire worksheet.

NOTES:

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*Adapted from "The Feel Wheel" (created by Anthonly L. Rose, Ph. D., Martin J. Thommes, Ph. D., and Layne A. Longfellow, fellows of the Center for the Studies of the Person, La Jolla, California) as seen in Psychology Today, May, 1972 p. 45. Copyright @ 1972 Communications Research/Machines, Inc., Del Mar, California. Used by permission of the publisher, Communication Research/Machines, Inc.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 5

1. Directions: Participants form teams. In three minutes, list the main points covered in the workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare and discuss lists.

____

____

____

____

____

____

2. Directions: Set goals for the week.

   1) Use the Feel Wheel as described in today's workshop. Or choose one of the suggested activities in Worksheet 4b; work with your child in this activity.

   2) Underline the portion of the above goal you agree to work toward. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ______________________________

   ____

   ____

   ____

3. Discuss: Entire worksheet.

NOTES:

REFERENCES

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Communications. Columbia, Missouri: Parent Education Association, n. d.

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Overstreet, Bonaro W. Understanding Fear in Ourselves and Others. New York: Harper and Row, First Perennial Library Edition, 1951.

Shostrom, Everett. Freedom to Be. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Simon, Sidney. I Am Loveable and Capable. Niles, Illinois: Argus Communication, 1973.

Westlake, Helen Gum. Relationships: A Study in Human Behavior. Lexington, Massachusetts: Ginn and Company, 1972.

WHAT TO DO WHEN THEY MISBEHAVE?

Workshop I

Materials:

Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Typical Behaviors and My Temperature Chart a, b
2. The Discouraged Child's Mistaken Goals a, b
3. Steps Toward Changing Unwanted Behavior a, b
4. Child's Behavior--Parent's Responses--Child's Goal
5. Child's Behavior--Parent's Responses--Child's Goal
6. My Pattern for Change a, b
7. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at last workshop.

2. Discuss:

   * Individual experiences resulting from last workshop.

3. Introduce: What To Do When They Misbehave? workshop series and goal of the series: To change unwanted behavior in a child.

4. Introduce: Workshop I and goal of this workshop: To recognize the goals of unwanted behavior and the effectiveness of changing usual parent response so that the behavior of the child is changed.

5. Discuss:

   * What do you hope to gain from this series on misbehavior?

   * Am I willing to change my child's behavior?

6. Present and do exercises: Worksheets 1 a, b--Typical Behaviors and My Temperature Chart

7. Discuss:

   * What behavior of my child do I find least acceptable?

   * What am I doing to change this behavior?

8. Present and do exercises: Worksheets 2 a, b--The Discouraged Child's Mistaken Goals

9. Discuss:

   - What is your feeling about the corrective action suggested for each of the misbehaviors?

   - How can we discover the child's goals?

10. Present and do exercises: Worksheets 3 a, b--Steps Toward Changing Unwanted Behavior

11. Present and do exercises: Worksheet 4--Child's Behavior--Parent's Responses--Child's Goal

12. Present and do exercises: Worksheet 5--Child's Behavior--Parent's Responses--Child's Goal

13. Discuss:

   - How many are willing to try what has been suggested in this workshop?

   - Do you expect immediate results?

14. Present and do exercises: Worksheets 6 a, b--My Pattern for Change

15. Present and do exercises: Worksheet 7--Draw Your Own Conclusions--Set Your Own Goals

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WHAT TO DO WHEN THEY MISBEHAVE? --I

TYPICAL BEHAVIORS AND MY TEMPERATURE CHART

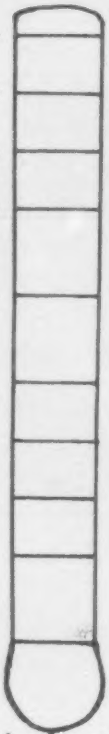
Worksheet 1a

1. Directions: Study the behaviors listed in the left hand column below. If these occurred in your family, how would you react to them? List your reaction to the behaviors in ascending order, placing the behavior of least concern at the bottom of the thermometer. Then rank the rest accordingly with the behavior of most concern at the top.

Some undesired behaviors

1) No effort in school work
2) Occasional lying
3) Constant lying
4) A first-time small theft
5) Refusal to do assigned school work at home
6) Refusal to do assigned home tasks
7) Showing off
8) Talking back--sassing
9) Picking fights at school
10) Not getting to the table on time for meals

My temperature chart



2. Directions: Choose four of the above behaviors and write your typical response to each. (Example: Not getting to the table on time for meals. I would say: "If you are late one more time, you won't get any food.")

1) Behavior: ______________________________

I would say: ______________________________

____

____

Worksheet 1b

2) Behavior: ____________________

I would say: ____________________

____

____

3) Behavior: ____________________

I would say: ____________________

____

____

4) Behavior: ____________________

I would say: ____________________

____

____

3. Discuss: Entire worksheet.

NOTES:

THE DISCOURAGED CHILD'S MISTAKEN GOALS*

Worksheet 2a

1. Directions: Participants focus on "Goals of Behavior" as seen in left hand column of worksheet 2b. Then alternate in reading "What the Child is Really Saying," "How the Parent Feels," "How the Child Responds to Punishment," and "Possible Corrective Parent Action."

---

*Adapted from chart prepared by Nancy Pearcy and Louise Van Vliet, issued by Parent Study Group, Corvallis, Oregon. Provided by and used with permission of Parent Education Association, Box 18, Columbia, Missouri 65201.

THE DISCOURAGED CHILD'S MISTAKEN GOALS - Worksheet 2b

	Goals of the behavior	What the child is really saying	How the parent feels	How the child responds to punishment	Possible corrective parent action
A.	ATTENTION (To keep others busy with him)	I only count when I'm noticed. What I really want is to keep you busy with me, always! I just can't be happy without attention.	Annoyed, irritated. Parent wants to remind and coax the child. Parent is delighted with the "good child."	When given desired attention, child stops the disturbing behavior for a short time, but will use the unwanted behavior again.	First, STOP, LOOK AND LISTEN. Avoid doing what the child expects you to do. Ignore the child's misbehavior but give warm attention during peaceful times when the child is behaving O.K.
B.	POWER (Seeks to be boss)	I only count when I dominate--when you do what I want you to do. I want to defeat you and get my way.	Angry, determined to control the child, show superior power. "He can't get away with that! I'll prove who's boss."	Behavior grows worse. Child also is determined to win, to be boss. Child feels he's won when parent gets upset.	Remove self from conflict. Act instead of talking during conflict. Avoid responding as child expects: fighting, arguing, "fussing." Be friendly. (Admit inability to control.) Treat the child as equal.
C.	REVENGE (Wants and tries to get even)	I can't be accepted and liked, and I don't have any power, so I'll hurt others as I have been hurt by them. Actions tell parent: "I want to hurt you."	Hurt, angry. "How could you do this to me? I'll show you by making you feel as bad as I do. You can't get away with that!"	Child wants to get even for his parent's power superiority--wants to retaliate, make them feel sorry for their success.	Extricate yourself from the tense situation without trying to retaliate, trying to pay child back. Give positive attention. Take time and make effort to help the child, show him you care.
D.	INADEQUACY (Wants to be left alone)	I can't do anything right so I won't try to do anything at all. I'm just no good, so leave me alone. I can't ever win.	Parent feels despair and extreme discouragement. I just don't know what to do any more. I just give up.	If punished or pressured, child wants to retreat further. He concludes there's no use trying. He appears passive.	Try to accept the child as he is in spite of his inadequacy. Have and show faith in his ability to surmount his defeat. Trust him with small responsibilities. Have the patience of Job!

STEPS TOWARD CHANGING UNWANTED BEHAVIOR

Worksheet 3a

1. Directions: Study the steps to changing behavior on worksheet 3b. At each step, write in your response to the question. (You may use the suggested behavior on the first step or choose a behavior of your child that you would like to change.) Be sure to answer all questions!

Worksheet 3b

REMEMBER: TO HELP DETERMINE THE CHILD'S GOAL, ANALYZE YOUR RESPONSE TO HIS BEHAVIOR. IF YOUR RESPONSE FOLLOWS "HOW THE PARENT FEELS" ON THE PRECEDING WORKSHEET, IT IS LIKELY THAT THE CHILD'S GOAL WILL FIT THE CORRESPONDING (ATTENTION, POWER, REVENGE, OR INADEQUACY) GOALS IN COLUMN A.

STEPS TO CHANGING BEHAVIOR

1) WHAT IS GOAL OF THE BEHAVIOR?
(See Remember statement above)

Child's Behavior

Your 8-year-old is always late for meals.

2) HOW DO I RESPOND?

Directions: Ask yourself, "How do I usually respond?" to try to determine the child's mistaken goal. Write your response below.

____

____

____

____

3) HOW CAN I CHANGE MY RESPONSE?

Directions: Ask yourself, "How can I change my response to change his behavior."
Write your response below.

____

____

____

____

____

____

____

4) HOW SHOULD HE EXPERIENCE NATURAL CONSEQUENCES?

Directions: Ask yourself, "What would I do if I let my child experience the consequences of his actions?" Write your response below.

____

____

____

____

____

____

____

____

____

____

____

2. Discuss: Entire worksheet.

CHILD'S BEHAVIOR--PARENT'S RESPONSES--CHILD'S GOALS

Worksheet 4

1. Directions: Study the examples below. Using the mistaken goals of Attention, Power, Revenge, or Inadequacy as guidelines, write in the child's goal for each example. Then write how you think the parent could change his response to change the child's behavior.

    1) Jimmy's mother complains that Jimmy, age 8, is constantly dawdling and won't do anything by himself. She also says he really wasn't a "wanted child" and admits that she enjoys his older brothers more than she does Jimmy. She continues, "But, I don't let him see this. I give him lots of attention. I make his bed; I draw his bath water. If I didn't, he wouldn't take a bath. Sometimes, I will walk him to school if he says he won't go without me."

    CHILD'S GOAL: ______________________________

    PARENT'S CHANGED RESPONSE TO CHANGE CHILD'S BEHAVIOR:

    ____

    ____

    ____

    ____

    2) Mary, 15 years old, complains that her mother is constantly "yelling" at her over such matters as makeup, clothes she wears, food she eats, and friends she chooses. Her mother says, "It is my duty to do so." This continues until there is really open warfare. Mary seemingly goes out of her way to do just the opposite of what her mother wants. Her mother threatens, scolds, then retreats to silence; then threatens, scolds, then refuses to talk to Mary for two days.

    CHILD'S GOAL: ______________________________

    PARENT'S CHANGED RESPONSE TO CHANGE CHILD'S BEHAVIOR:

    ____

    ____

    ____

2. Discuss: Entire worksheet.

CHILD'S BEHAVIOR--PARENT'S RESPONSES--CHILD'S GOALS

Worksheet 5

1. Directions: Study the examples below. Continue according to directions on Worksheet 4.

    1) Bill, age 10, has average ability, but is constantly compared with his younger brother who does everything "right" according to his parents. His parents tell Bill they can't understand why he isn't "good" like his younger brother. Bill, instead of improving, develops a more negative attitude, and his average marks in school begin to fall to barely passing grades.

    CHILD'S GOAL: ______________________________

    PARENT'S CHANGED RESPONSE TO CHANGE CHILD'S BEHAVIOR:

    ____

    ____

    ____

    ____

    2) Danny, age four, is an almost perfect child when visiting his grandparents. When his parents come to pick him up, there is lively conversation between his parents and grandparents. Danny suddenly throws all the toys he has been playing with to the middle of the floor.

    CHILD'S GOAL: ______________________________

    PARENT'S CHANGED RESPONSE TO CHANGE CHILD'S BEHAVIOR:

    ____

    ____

    ____

    ____

2. Discuss: Entire worksheet.

NOTES:

MY PATTERN FOR CHANGE*

Worksheet 6a

1. Directions: Read this chart carefully. Fill in the blanks to help you change an unwanted behavior.

1) The following behavior problems are shown by my child, ____________:
(Child's name)

___ Problems with messy room
___ Fighting
___ Bedtime problem
___ Poor school marks

___ Not doing chores
___ Dawdling
___ Lying
___ Temper tantrums

___ Stealing
___ Sassing
___ Swearing
___ ____________

(Now, place a circle around the problem you consider most unacceptable.)

2) My usual response to the problem includes one or more of the following:

___ Looking, attending
___ Taking privileges away
___ Giving orders
___ Talking, lecturing
___ Showing my anger
___ Disappointment

___ Threatening
___ Warning
___ Yelling at
___ Criticizing
___ Spanking
___ Scolding

___ Negatively comparing
___ Frowning at
___ Ridiculing
___ Moralizing
___ Using sarcasm
___ ____________

3) The child's behavior I will try to change is: ____________________

____

4) How can I change my own behavior to change my child's behavior?

___ Form a family council?
___ Become child-deaf?
___ Offer choices?
___ Seek more fun times together?
___ Seek agreement, compromises?
___ Try to be more trusting?
___ Stop spanking, punishing?
___ ____________________

___ Stop taking away privileges
___ Show more good will, simple friendliness?
___ Look for ways to cooperate with the child?
___ Become more unconditionally acceptin
___ Stop talking about it?
___ Stop looking, attending to it?
___ ____________________

Worksheet 6b

5) I will try to make the following changes in my own behavior:

A. ____

B. ____

C. ____

6) In two weeks I will see if I have made any progress (date__________):

Child's behavior: ______________________________

Solved__________ No Change__________ Worse__________ Better________

7) Has the atmosphere in my family changed?

	BETTER	POORER	NO CHANGE
__ Self-discipline	________	________	________
__ Mutual respect	________	________	________
__ Mutual trust	________	________	________
__ Communication	________	________	________
__ Cooperation	________	________	________
__ Encouragement	________	________	________
__ Self-motivation	________	________	________
__ Democracy	________	________	________
__ Freedom	________	________	________
__ Fun together	________	________	________
__ Involvement	________	________	________
__ Competition	________	________	________
__ Friendship	________	________	________
__ ____________	________	________	________

2. Discuss: Entire worksheet.

NOTES:

*Adapted from and used with permission of Parent Education Association, Box 18, Columbia, Missouri 65201.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 7

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

    1) Read Worksheets 6 a, b--"My Pattern for Change" once a day. Analyze the behavior of your child you wish to change. Ask yourself, "How do I usually respond to this behavior?" Then change your usual response to change the unwanted behavior.

    2) Underline the above goal if you agree to work on this. If you wish to set a goal of your own, write this in the space below:

    My alternate goal:

3. Discuss: Entire worksheet.

NOTES:

WHAT TO DO WHEN THEY MISBEHAVE?

Workshop II

Materials:

Pencils and flip chart or
Chalk and chalk board

Worksheet Package:

1. What Would We Say If . . . ? a, b
2. Ineffective Responses to Misbehavior a, b
3. Rewards, Bribes, and Punishments--Are They Effective? a, b
4. Regarding Natural Consequences of Behavior a, b
5. Using Natural Consequences, What Would Our Response Be? a, b
6. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at last week's workshop.

2. Discuss:

   * How many put into practice the goals of My Pattern for Change? as seen in last week's workshop?

   * What results have been noted?

   * What are the child's mistaken goals of misbehavior?

   * What are the steps in changing the child's behavior?

3. Introduce: What to Do When They Misbehave? --Workshop II and goal of the workshop: To avoid ineffective responses to misbehavior; to practice letting the child realize the natural consequences of misbehavior.

4. Present and do exercises: Worksheets 1 a, b--What Would We Say If . . . ?

5. Discuss:

   * Imagine a parent speaking to a child similar to the examples in Worksheet 1. What do you think the child's response would be? How do you think this would make him feel?

   * Do you think any of the statements on Worksheet 1 would result in a change of behavior?

6. Present and do exercises: Worksheets 2 a, b--Ineffective Responses to Misbehavior

7. Discuss:

   * Do you use bribes to regulate your child's behavior?

   * Do you use rewards? What is the difference between rewards and bribes?

8. Present and do exercises: Worksheets 3 a, b--Rewards, Bribes, and Punishments--Are They Effective?

9. Present and do exercises: Worksheets 4 a, b--Regarding Natural Consequences of Behavior

10. Discuss:

    * What is the most important point you want to remember from Worksheets 4 a, b?

11. Present and do exercises: Worksheets 5 a, b--Using Natural Consequences, What Would Our Response Be?

12. Present and do exercises: Worksheet 6--Draw Your Own Conclusions--Set Your Own Goals

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WHAT TO DO WHEN THEY MISBEHAVE?--II

WHAT WOULD WE SAY IF . . . ?

Worksheet 1a

1. Directions: Read the examples below. Fill in a possible response to each example.

1) **Husband:** "I've told you over and over, I don't like my dinner late. One thing I can say for you is that you really listen!"

My Possible Response: ________________________________

____

____

2) **Wife:** "I'm home all day, and you are out having lunch at all those fancy restaurants. You never appreciate me."

My Possible Response: ________________________________

____

____

3) **Husband:** "Why don't you stop that constant nibbling at food? No wonder you can't wear any of the clothes you bought last year!"

My Possible Response: ________________________________

____

____

4) **Husband:** "What do you do all day? I can't see why our house is always such a mess when I come home!"

My Possible Response: ________________________________

____

____

2. Directions: The above examples illustrate the following communication breakdowns: attacking physical characteristics; name calling; sarcasm; criticism. Sort out these communication breakdowns and for each example, identify the breakdown it illustrates. (These communication breakdowns will be discussed more extensively in a later workshop.)

Worksheet 1b

3. Questions:

1) If the above "put-downs" (communication breakdowns) were said to us, what effect would they have on the way we act?

____

____

____

2) What effect would similar "put-downs" have on the way a child acts?

____

____

____

4. Discuss: Entire worksheet.

NOTES:

INEFFECTIVE RESPONSES TO MISBEHAVIOR

Worksheet 2a

1. Directions: Read the "REMEMBER" statements below and the examples that follow. Place a 1 in the blank before each "REMEMBER" statement which seems most damaging; place a 5 before those that seem least damaging.

____ REMEMBER: SARCASM CAN TEAR DOWN A CHILD. IT IS A STRONG HINDRANCE TO A CHILD'S DEVELOPMENT.

Examples: "Who do you think you are, Miss America?"

"Why isn't your room cleaned up, Mr. Lazy?"

Your Own Example: ______________________________

____

____ REMEMBER: BRIBES MIGHT OCCASIONALLY GET THE CHILD TO DO WHAT YOU WANT, BUT THEY SELDOM WILL INSPIRE HIM TO CONTINUE THE EFFORT. BRIBERY IS REWARDING A CHILD FOR NOT DOING WHAT HE HAS BEEN TAUGHT NOT TO DO.

Examples: "If you stop leaving your room in such a mess for one week, you can stay up one hour later each night."

"I've caught you stealing from my purse three times. If you stop that, I'll get you the bicycle you've wanted."

Your Own Example: ______________________________

____

____ REMEMBER: A CHILD WILL LEARN FROM A "DO AS I DO" METHOD BETTER THAN FROM A "DO AS I SAY" LECTURE.

Worksheet 2b

Examples: "You really don't look as if you are twelve years old, so we can still get by by buying a child's ticket. Just don't say you are really thirteen."

"I sure hate making out this income tax. But one thing I'm not going to bother with is fooling around with that extra money I made on the side. That would be a big headache keeping all those records, and 'What they don't know surely won't hurt me!'"

Your Own Example: ______________________________

____

2. Directions: In the spaces provided following the preceding examples, write in an example of your own illustrating the ineffective responses.

3. Discuss: Entire worksheet.

NOTES:

REWARDS, BRIBES, AND PUNISHMENTS--ARE THEY EFFECTIVE?

Worksheet 3a

1. Directions: Read the following story and in the space below write:

1) Your reaction to the parent's reaction and

2) What would you do if this happened in your family.

Lisa is now sixteen, but since she was 13 years old, she has been a constant source of worry to her parents. At that time, they discovered her "sneaking out" of her room late at night, giving them evasive answers when they found "new" articles of clothing in her room. (She told them she borrowed the clothing from friends so she could have a lot of new clothes--that would make her popular with the rest of the kids.) Lately, she has been begging them for a car of her own. Because she is now completely refusing to adhere to the "hours" they have set for her and comes home in the very early hours of the morning, her parents are becoming more and more worried. They tell her that if she comes in at the hours they set for her, they will buy her the new car.

1. Your reaction: ______________________________________

____

____

____

____

____

2. What would you do if this were your daughter ? ______________

____

____

____

____

____

____

FLC: 86

Worksheet 3b

REMEMBER THE FOLLOWING REGARDING THREATS, REWARDS AND PUNISHMENTS:

1) A threat should be a promise; it should be carried out.

2) Use only the amount of punishment needed to bring about a change you desire. If punishments are heaped upon a child, they become cruel, or they can lose any desired effect.

3) Do not threaten what you can't follow through. Remember to stop and think before you say something such as "You are grounded for one year."

4) Do not think that there is one reward or one punishment which will be effective on all children at all times. Keep in mind that trial and error is part of the game, that you should be flexible, and that you should rely on your common sense.

2. Discuss: Entire worksheet.

NOTES:

REGARDING NATURAL CONSEQUENCES OF BEHAVIOR

Worksheet 4a

1. Directions: Read the following statements and rank them in the order of importance to you. Use a 1 to 5 rating scale, placing 1 before that which is most important to you and placing a 5 before that which seems the least important.

____ 1) The most important method of keeping order is to let the child experience the natural consequences of his behavior. The goal we really want is to have our child's behavior coming from within himself. In this way the child can adjust to a situation. In this way he develops restraint from inside himself. We want him to realize that it is more satisfying in life to respect the rules of conduct than to completely go against them. This will help him to an inner acceptance which we hope for our child.

____ 2) "If we allow a child to experience the consequences of his acts, we provide an honest and real learning situation."
(Rudolf Dreikurs. Children: the Challenge, p. 76)*

____ 3) Actions have results. To avoid unpleasant results, we act in a way which will have pleasant results. We want our child to experience this also. In an ordinary day, a child learns consequences of actions: if he touches a hot stove, he can get burned; soap in his eyes will sting; throwing his toys in anger can break them, etc.
(Ibid p. 62)*

____ 4) Natural consequences--are natural results of ill-advised acts. (Ibid p. 63)*

____ 5) To really understand a child's actions, look at the action as only a part of the total situation which makes up the child's day. A parent should see this as one in which the child, parents, teachers and all who influence the child work together to give meaning to the child's life.

*Rudolf Dreikurs, Children: the Challenge (New York, 1964) pp. 62-76. Used by permission of the publisher, Hawthorn Books, Inc.

Worksheet 4b

2. **Directions**: Participants alternate in reading aloud the following situation and responses to the situation. Then check the response which would be most effective in changing the child's behavior.

Situation: You are going to leave for a party in five minutes, and your four-year-old child begins yelling and screaming as soon as you come in the living room, and he sees you all dressed up for the evening ahead.

________ You say: "I can't stand this. Now stop it this minute. If you stop before I count to ten, Mommie will buy you something tomorrow."

________ You say: "Stop this! Stop this! Stop this! Can't you see that I can't stay home with you all the time? You're not the only one who is important around here. Stop that yelling, do you hear? Do you want a good spanking?"

________ You say: "I'm sorry you feel badly. Would you rather stand in the corner in the living room or the kitchen because you are misbehaving?"

________ You say: "I'm sorry you are getting so angry. But I have to leave, or I will be late. The baby sitter will take good care of you when I am gone. When I get home, I'll come in to kiss you goodnight just as I always do.... Goodbye."

3. **Question**: Does your answer reflect the use of natural consequences?

____

4. **Discuss**: Entire worksheet.

NOTES:

USING NATURAL CONSEQUENCES, WHAT WOULD OUR RESPONSE BE?

Worksheet 5a

1. Directions: Read the following examples. After each example, write what you would do to let the child experience the natural consequences of his actions.

Example 1) Jack, age 10, never gets his homework done although he "stays in his room" long enough to manage this. The teacher calls from school telling you this and that she had had to keep him five nights the past two weeks to see that this work was made up.

What I Would Do: ______________________________

Example 2) You are talking on the phone to a friend. Your children, two and four, seemingly sense that you are enjoying your conversation and become much more noisy in the adjoining room. You ignore this for awhile until you hear sounds as if books are being thrown.

What I Would Do: ______________________________

Worksheet 5b

Example 3) John, fourteen, goes to high school three miles away from home. You drive him to school and pick him up. For the third time in two weeks, he phones you that he has forgotten something. First, it was his white gloves for band drill. Second, it was a book he had to return. You brought the white gloves and then the book. Now, he calls to say that he has forgotten his term paper which was due today. If it isn't in, his grade will go down one entire grade level--from A to B or from B to C.

What I Would Do: ______________________________

____

____

____

____

Example 4) Suzy, thirteen, can never tear herself away from phone conversations with her best friend. You do not ask her to help you with supper, for you say, "She's only young once." When she does arrive for dinner, it is usually cold; she complains that she can't eat cold food, and she doesn't eat. Because you don't want to see her go hungry, you say nothing when she watches TV, munching candy bars and potato chips.

What I Would Do: ______________________________

____

____

____

____

____

2. Discuss: Entire worksheet.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 6

1. Directions: In four minutes time, participants list in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

____

____

____

____

____

____

2. Directions: Set goals for the week.

   1) Read Worksheet 4a, Regarding Natural Consequences of Behavior, once every day. Determine the patterns of misbehavior you most want to change. At least three times during the week let your child experience the natural consequences of his behavior. Follow the commitment you made in My Pattern for Change in the preceding workshop.

   2) Underline the portions of the above goal on which you agree to work. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ______________________________

   ____

   ____

   ____

3. Discuss: Entire worksheet.

NOTES:

WHAT TO DO WHEN THEY MISBEHAVE?

Workshop III

Materials:

Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Agree-Disagree Statements a, b
2. Points to Remember Regarding Children's Unwanted Behavior a, b
3. Encouraging-Discouraging Words and a Child's Behavior
4. The Role of Discouragement, Praise, Acceptance, and Lack of Acceptance in a Child's Behavior a, b
5. Draw Your Own Conclusions--Set Your Own Goals

References

Plan:

1. Review: Principles covered at last week's workshop.
2. Discuss:

   * How many tried to use natural consequences when dealing with misbehavior?

   * How many are still following their commitment to My Pattern for Change (workshop I, worksheets 6 a, b)?

   * Is this causing any change in the atmosphere in your home?

3. Introduce: What To Do When They Misbehave? --Workshop III and goal of the workshop: To focus on specific misbehaviors, the role of discouragement and encouragement and lack of acceptance in children's misbehavior.
4. Present and do exercises: Worksheets 1 a, b--Agree-Disagree Statements
5. Present and do exercises: Worksheets 2 a, b--Points to Remember Regarding Children's Unwanted Behavior
6. Present and do exercises: Worksheet 3--Encouraging-Discouraging Words and a Child's Behavior

7. Discuss:

   * Which of the statements on Worksheet 2 a, b appealed to you most?

   * How do you think praise affects a child's behavior?

8. Present and do exercises: Worksheets 4 a, b--The Role of Discouragement, Praise, Acceptance, and Lack of Acceptance in a Child's Behavior

9. Present and do exercises: Worksheet 5--Draw Your Own Conclusions--Set Your Own Goals

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WHAT TO DO WHEN THEY MISBEHAVE?--III

AGREE-DISAGREE STATEMENTS

Worksheet 1a

1. **Directions**: Read each statement. Circle either A or D depending on whether you agree or disagree with the statement. Then work in pairs and do the same thing. If you cannot come to an agreement, change the wording in any statement enough so that you might come to agreement. Note: This is not a true-false exercise--just an exercise examining your own thinking.

A D 1) It is always helpful to let the child experience the natural consequences of his behavior.

A D 2) Natural consequences are sometimes punishments.

A D 3) A good rule to follow in raising children is the Golden Rule: "Do unto others as you would have them do unto you."

A D 4) Sometimes children really don't know why they behave in certain ways.

A D 5) There are times when threatening a child will help correct a behavior.

A D 6) Stealing is such an important matter that it is always wise to impress this upon the child with severe punishment the very first time a child steals--even if it is only a minor theft.

A D 7) Rewards and punishments are always helpful means of changing behavior.

A D 8) Sometimes friendly and casual talking will help us reach an understanding of why a child misbehaves.

A D 9) Probing for information will make a child clam up and will help "close the communication" door.

A D 10) Treating children as a group can overcome intense competition.

A D 11) It is sometimes wise to let things go along imperfectly for a time.

A D 12) Sometimes the good child is only good because he wants approval from the group, not because he really feels like being good.

Worksheet 1b

A D 13) There is a difference between firmness and domination of a child.

A D 14) Children need limits.

A D 15) Making a big scene out of bad habits, including sex play, bed-wetting, thumb-sucking, will make them become worse.

A D 16) Words are always the best forms of communication in times of conflict.

2. Discuss: Entire worksheet.

NOTES:

POINTS TO REMEMBER REGARDING CHILDREN'S UNWANTED BEHAVIOR

Worksheet 2a

1. Directions: Listed below are statements pertaining to various goals and unwanted behavior. Participants form teams. Teams indicate in the blanks, goals or behaviors that pertain to each statement. (Representative answers are on worksheet 2b.)

GOALS AND UNWANTED BEHAVIORS:

1) Showing off
2) Eating problems
3) Repeated stealing
4) Laziness
5) Lying
6) Attention
7) Power
8) Inadequacy
9) Revenge
10) Extreme disobedience
11) Stubbornness
12) Dawdling
13) Untidiness
14) Undue dependency
15) Temper tantrums

All quotations which follow are taken from Rudolf Dreikurs, Coping With Children's Misbehavior.

________ "No child will become a feeding problem if his parents do not try to make him eat." (p. 41)

________ "Children become dependent if forcibly deprived of their natural desire to be independent." (p. 30)

________ "You should never do anything for a child that he cannot do for himself." (p. 30)

________ "He must therefore, be shown that he is not only esteemed for what he can do, but also that he is loved." (p. 19)

________ "But as long as you are excited or outraged, you are incapable of helping the child; for then you are not the child's friend and are in no position to understand his situation . . . . A great part of the responsibility lies with parents . . . and all the other factors that combine to produce his life situation." (p. 72)

________ The help that he really needs is to fortify his self-confidence and strengthen his inner preparedness to apply himself happily . . . to tasks . . . . (p. 81)

________ " . . . if everyone leaves the room . . . the child will recover very speedily . . . ." (p. 58)

Worksheet 2b

______ "If you refuse to become irritated and no longer nag him, that above all will set him back on his heels. It is no fun to be slow if nobody gets annoyed!" (p. 68)

______ "The child who feels unfairly treated and defeated in the struggle for power will want to get even with parents for what he thinks they have done to him." (p. 69)

______ "You can never rear your child to truthfulness unless you prove to him that truth is more practical than falsehood." (p. 66)

______ "Whenever the child's efforts to gain social status by attracting attention fail, a new phase of social relationships begins. In most instances, it becomes a struggle for power. By being able to do what he is not supposed to do and refusing to do what is required of him, the child challenges your power and tries to make himself a potent force within the group." (p. 49)

______ "Many children who are the sheer delight of their parents and teachers are actually not so perfect as they seem to be. They merely try very hard to display their 'goodness' to gain praise and recognition." (p. 13)

______ "Only in the latter case [because there is nothing to be hoped for] does a child seek excuses and hides himself behind an inadequacy which may actually exist, but more frequently has been suggested to him by his environment." (p. 80)

______ But when something has been said once, don't repeat it; actions--not words--should occur . . . . "Whenever the child does not respond to an order, you can and must allow natural consequences of his behavior to take full effect." (p. 53)

2. Discuss: Entire worksheet.

NOTES:

****

Representative answers to this worksheet.
2; 13 - 14; 13 - 14; 1; 3 - 9; 4; 15; 12; 9; 5; 7; 6; 8; 10 - 11.

*Rudolf Dreikurs, Coping With Children's Misbehavior (New York, 1972). Used by permission of the publisher, Hawthorn Books, Inc.

ENCOURAGING-DISCOURAGING WORDS AND A CHILD'S BEHAVIOR

Worksheet 3

1. Directions: Read the list of encouraging statements in column A below. In column B, list words or statements that would discourage a child.

A ENCOURAGING	B DISCOURAGING
1) Practice makes perfect	1) ____________________
2) Everyone makes mistakes	2) ____________________
3) No one was born perfect	3) ____________________
4) That's a good start	4) ____________________
5) We learn from our mistakes-- don't worry if this didn't turn out O.K. Just try again.	5) ____________________ ____________________

2. Discuss and compare "Discouraging" statements.

3. Question: Which type do you make more often? ____________________

4. Directions: Participants form teams. Each team, in four minutes time, complete the following columns.

A Effects of Encouraging Words upon a Child's Behavior	B Effects of Discouraging Words upon a Child's Behavior
1) ____________________ ____________________	1) ____________________ ____________________
2) ____________________ ____________________	2) ____________________ ____________________
3) ____________________ ____________________	3) ____________________ ____________________
4) ____________________ ____________________	4) ____________________ ____________________

5. Discuss and compare: Above effects and the entire worksheet.

THE ROLE OF DISCOURAGEMENT, PRAISE, ACCEPTANCE, AND LACK OF ACCEPTANCE IN A CHILD'S BEHAVIOR

Worksheet 4a

REMEMBER: DISCOURAGEMENT IS A FERTILE SOIL FOR A CHILD'S DIFFICULTIES. ENCOURAGEMENT IS A FERTILE SOIL FOR A CHILD'S GROWTH. PRAISE CAN BE HELPFUL, AND PRAISE CAN BE HARMFUL. PRAISING THE CHILD'S ACTUAL ACCOMPLISHMENTS CAN BE HELPFUL. MAKING BROAD, SWEEPING STATEMENTS ABOUT THE CHILD'S OVERALL "GOODNESS" WHEN HE HAS PERFORMED A WORTHWHILE TASK CAN BE HARMFUL.

REMEMBER: "ENCOURAGEMENT IS MORE IMPORTANT THAN ANY OTHER ASPECT OF CHILD-RAISING. IT IT SO IMPORTANT THAT THE LACK OF IT CAN BE CONSIDERED THE BASIC CAUSE FOR MISBEHAVIOR. A MISBEHAVING CHILD IS A DISCOURAGED CHILD." *
(Dreikurs, Rudolf, Children: the Challenge. p. 36)

1. Directions: Study the examples of helpful and harmful praise below. Following the example shown in number 1, classify numbers 2 and 3 accordingly. Place the word Use before appropriate praise. Place the words Don't Use before inappropriate praise. (Answers are on worksheet 4b.)

1) Use Parent: "You really helped when you put the silverware in the drawer."

Don't Use Parent: "You are always such an angel. Just look how you put the silverware away."

2) __________ Parent: "It's nice to be four years old, isn't it and be able to dial grandmother on the telephone. I bet your are glad you learned how to do that."

__________ Parent: "That is really terrific. I don't think many four-year-olds can do all that you do."

Worksheet 4b

3) ____________ Parent: "You're really great! I don't know what I'd do without you."

____________ Parent: "The carport really looks great after you've cleaned it. I'm glad you remember to clean it up every Saturday. That sure helps keep our home neat."

2. Discuss: Entire worksheet.

NOTES:

****

Representative answers to this worksheet.

2) Use; Don't use 3) Don't use; Use

---

*Rudolf Dreikurs, Children: the Challenge (New York, 1964), Used by permission of the publisher, Hawthorn Books, Inc.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 5

1. **Directions:** Participants form teams. Each team lists in the space below, the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

____

____

____

____

____

____

2. **Directions:** Set goals for the week.

   1) From the statements in Worksheets 2 a, b, make a wall hanging or series of bookmarks containing pointers which can remind you daily of ways to change a child's behavior. Place this in a prominent spot so you can see and use these principles daily.

   2) Underline the portion of the above goal on which you agree to work. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ______________________________

   ____

   ____

   ____

3. **Discuss:** Entire worksheet.

NOTES:

REFERENCES

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CHILDREN--THEIR NEEDS AND EMOTIONAL DEVELOPMENT

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. What Children Need from Us, What Children Don't Need from Us a, b
2. Role-Playing Dialogues: Parents' Behaviors that Influence Children a, b, c, d, e
3. Discipline--What Is It? a, b
4. The Parent's Role in Guidance to Maturity a, b
5. Goals for Your Child's Behavior a, b
6. Setting Behavior Goals a, b, c
7. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at previous workshop.

2. Discuss:

   * What is one thing each of you remembers about the importance of helping a child feel worthwhile?

   * Do you think that a parent's helping a child feel worthwhile extends through all of his activities with his child?

3. Introduce: Children--Their Needs and Emotional Development workshop series and goal of the series: To understand the role parents play in fulfilling a child's needs, the role of discipline and behavioral goals in a child's development; to recognize the importance of children's emotions, their development and outlets for expression; and to recognize patterns of growth stages of emotional development.

4. Introduce: Workshop I and goal of this workshop: To understand parent's role in guidance of their children in discipline, behavior and overall guidance to emotional maturity.

5. Present and do exercises: Worksheets 1 a, b--What Children Need from Us, What Children Don't Need from Us

6. Discuss:

   - * In what ways do parents influence a child's behavior patterns?
   - * Can anyone give an example of parents influencing their children, either positively or negatively?

7. Present and do exercises: Worksheets 2 a, b, c, d, e--Role-Playing Dialogues: Parents' Behaviors that Influence Children

8. Discuss:

   - * What is discipline?

9. Present and do exercises: Worksheets 3 a, b--Discipline--What Is It?

10. Present and do exercises: Worksheets 4 a, b--The Parents' Role in Guidance to Maturity

11. Discuss:

   - * What are the goals each of you want for your child?
   - * How do you plan to have your child reach these goals?
   - * Have any of you considered setting specific goals of behavior that will help your child reach the goals you hope for him?
   - * Why do you think it helpful to set goals of behavior?

12. Present and do exercises: Worksheets 5 a, b--Goals For Your Child's Behavior

13. Discuss:

   - * What is the difference between saying, "I want my child to be good when company comes," and saying, "I want my child not to disrupt the evening by constant interruptions, temper tantrums, or attention-getting devices?"
   - * Can you see the difference in the above: that the first goal is very general and fuzzy and the second states the specific behavior you would like for your child to exhibit?
   - * In what way would setting behavioral goals contribute to a child's emotional well-being?

14. Present and do exercises: Worksheets 6 a, b, c--Setting Behavior Goals

15. Present and do exercises: Worksheet 7--Draw Your Own Conclusions--Set Your Own Goals

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CHILDREN--THEIR NEEDS AND EMOTIONAL DEVELOPMENT--I

WHAT CHILDREN NEED FROM US, WHAT CHILDREN DON'T NEED FROM US*

Worksheet 1a

1. Directions: The following list contains things which children need from parents as well as things children don't need from parents. Study each item carefully and place it under the appropriate column: Column A--What Children Need From Us or Column B--What Children Don't Need From Us.

When you are finished placing these in columns, rank them 1 through 7 in the order of importance to you. Place a 1 before the item of most importance; place a 7 before the item of least importance.

[To be sorted out: responsible tasks; strength; security; a pattern for behavior; limits for behavior; servant; possessions (beyond food, clothing, etc.); help toward self-image and self-esteem; love; control; valuing; independence; freedom from responsibility; protection; guidance.]

A	B
WHAT CHILDREN NEED FROM US	WHAT CHILDREN DON'T NEED FROM US

2. Directions: Read the following "REMEMBER" statement and list three brief "needs" children have in the space that follows.

> REMEMBER: CHILDREN NEED THE EXAMPLE OF STRENGTH SHOWN BY PARENTS WHO ASSUME RESPONSIBILITIES AND WHO FACE UP TO THEIR OWN PROBLEMS. CHILDREN NEED THE EXAMPLE OF PARENTS WHO FOLLOW A FIRM SET OF CONVICTIONS. CHILDREN NEED STRENGTH FROM PARENTS WHO WILL HELP THEM FACE INJUSTICES FROM OUTSIDERS.

---

*Adapted from Joseph Bird and Lois Bird, Power to the Parents! (New York, Doubleday and Co., Inc., 1972), chapters 2-3, pp. 28-36.

Worksheet 1b

CHILDREN NEED:

1) ______________________________

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2) ______________________________

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3) ______________________________

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3. Directions: Choose two items from columns A and B on the preceding page and write an example illustrating them. (Example--Freedom from responsibilities: A parent who never sets any tasks for the child to accomplish.)

1) ______________________________

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2) ______________________________

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Representative answers to number 1.

A--tasks, strength, limits for behavior, security, a pattern for behavior, help toward self-image and self-esteem, love, control, valuing, independence, protection, guidance.

B--servant, possessions, freedom from responsibility.

ROLE-PLAYING DIALOGUES: PARENTS' BEHAVIORS THAT INFLUENCE CHILDREN

Worksheet 2a

1. Directions: Role play the following dialogues. Then, individually or in teams, write how the parents' behavior influenced the children.

DIALOGUES

Janet, grounded for her constant lying, is in the family room watching television. The following family conversation takes place.

Mother: Janet, I see the paper boy coming to collect. I'm already two weeks behind, but tell him I'm not home. I don't have much change in my purse . . . .

Father: (Coming home later from work) Is dinner ready? I ducked out early. . . said I was sick, but I just got fed up with all the stuff I have to take in that job. I'm going to have a drink--then tackle the rest of that income tax. By the way. . . .

Mother: (Interrupting) Are we getting a refund this year? We sure could use it.

Father: Well, I'm sure trying to see that we will. I'm not declaring that interest from those bonds I cashed in this summer--the ones your Dad gave me that we had in the safety deposit box for so long. . . .

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Worksheet 2b

Mother: (Just as Dad enters the door) Well, am I glad you're home! What a turmoil I've just had. Jim came home, threw his books, kicked them across the floor, and went up to his room two steps at a time. I called after him to pick up the mess, but all I got was a blast-off at his teacher. What I could make out in all the confusion was something he said about, "I hate him. I hate him. I hate him. Saunders is always comparing me to my older brother. I tried to tell him . . . ."

Father: Well, I don't want to hear anything about it. I've had a tough day, too. And that boy has just got to learn he has to take his licks along with the rest of us. He's got to know that all things in life aren't fair.

Mother: That's just what I tried to tell him, and he just yelled back, "You too! What a house I live in! It's not a home--Just a house!"

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Mother: (To five-year-old child) You really set the table for me? What an angel you are. You are always so good!

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Worksheet 2c

Mother: How many times have I told you I don't want you messing around my kitchen! I know you want to learn to cook, but you're only eight. There's a lot of time for that. And look at the mess you made. Just run out and play.

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Father: Well, how did the first week go at your new high school? I thought about this all week when I was out on the road. I really want it to be great for you--the best years of your life!

Son: Well. . . it was O.K. I guess. But Joe and Bill--I just can't stand them. When I tried out for the choir--and left homeroom for the first choir practice, you should have heard them. Then, a couple of other guys joined with them, and soon a whole gang of guys were snickering.

Father: The choir? Well, what can you expect? I suppose Joe and Bill are out for football. Did you ever think of trying that?

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Worksheet 2d

Mother: (To eight-year-old) How was your piano lesson, Jason? Let's see what your teacher wrote in your lesson book. Oh, here's what she said, "You must practice, practice, practice. This lesson shows that you spent about 20 minutes in the entire past week, not 20 minutes a night." Jason, didn't you practice like you said you would?

Jason: Sure, Mom. . . Whenever I had a chance, I put in a few minutes, but you know how the week has been. All these other things came up--the guys kept wanting me to play ball with them; there are the cub scout meetings, and then I've got that homework. And some nights I went along when you and Dad looked for that new television set. The week just seemed to get away.

Mother: I'll have to admit you're into lots of things. Too many, I say. It's really the same way with me, but I just can't seem to cut anything out to make things run more smoothly. I'm disappointed though, when you really started off so well, and now you just don't seem to enjoy piano practicing. Say, when is the recital coming up? Isn't it pretty soon?

Jason: Oh, it's six weeks away. That's a long time. And the piece I have to play isn't hard. Want to hear some of it? I can get through some of it.

Mother: No, not now. Some other time. I have to hurry over to Peg's house. I promised I'd show her this dress I got on sale. I will try to listen tomorrow night. I promise.

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Worksheet 2e

School Counselor: (As 17-year-old boy enters his office unexpectedly) Say, Joshua, aren't you supposed to be in class?

Joshua: I just had to talk to you. What would you do if your parents didn't care about you?

Counselor: Didn't care? They don't look like that kind of people to me.

Joshua: You don't know them. They really don't care. Sure, I have nice clothes, and I know I'm the only boy who got a new car for Christmas. And I can have almost anything I want--clothes and stuff. . . it's easy for me to get a date with any girl I ask. But. . . I'd like my mom and dad to think I'm something. To really care about me.

Counselor: You don't think they care? Why, Josh, why?

Joshua: I know they don't care. They never tell me what time I have to be home. I can come and go as I please. I have no hours like a lot of other kids do. All they say, if they say anything after a big party like the one Friday night, is, "Did you have a good time?" And, that's always on Saturday morning. They don't care if I come in at four--or five, or six. They never say anything about what time they'd like to have me come home. Sometimes, they're even gone on Saturday morning when I get in. . . .

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2. Discuss: Entire worksheet.

DISCIPLINE--WHAT IS IT?

Worksheet 3a

1. Directions: Read the following questions. Write your own response in the space provided. Indicate whether you consider the other answers important to remember. If so, place a check mark before the answer.

1) Question: What does the word discipline mean to you? (Check your answer with the definition of discipline given in answer number 3.)

Answer: ______________________________

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2) Question: What part does control play in a child's life? Doesn't that keep a child from thinking for himself?

__ Answer: What do you mean by control? There is a difference between constant authoritarianism, verbal assaults, and the withdrawing of love which can control to an extent the outer child, or a concerned control. In concerned control parents try to protect the child from hurting people or himself. A concerned control from parents teaches that limits and rules are needed for a family to live together so that needs and rights of others are respected. This helps show children that society's rules respect the rights and needs of people.

3) Question: Is there a difference between discipline and self-discipline?

__ Answer: Not necessarily. One can consider that discipline is guidance and control which enable the child to control himself without outside control.

Worksheet 3b

4) Question: What part does communication play in discipline?

__ Answer: Verbal assaults and name-calling tear down the person by labeling actions and behavior. We will go into this much further in a later workshop. In this later workshop we will point out the labeling of behavior and verbal assaults and the sending of "you messages," instead of stating our own reactions in the form of "I messages." We will also discuss further the need for listening with understanding as a method for disciplining children.

2. Directions: Read the following "REMEMBER" reasons for discipline. Then, rank them in the order of their importance to you, ranking them 1 for those which are most important and 4 for those which are least important.

REMEMBER: CHILDREN MUST LEARN TO THINK AND ACT FOR THEMSELVES.

REMEMBER: CHILDREN MUST LEARN WHAT THEY CAN AND CAN'T DO.

REMEMBER: CHILDREN MUST LEARN HOW TO RESPECT PEOPLE AND HAVE PEOPLE RESPECT THEM.

REMEMBER: CHILDREN MUST LEARN HOW TO USE THEIR ENDLESS ENERGY IN CONSTRUCTIVE WAYS.

REMEMBER: CHILDREN MUST LEARN THAT LIMITS ARE NECESSARY IN A FAMILY AND IN SOCIETY SO THAT ALL MEMBERS CAN FULFILL THEIR RIGHTS AND NEEDS.

3. Discuss: Entire worksheet.

NOTES:

THE PARENTS' ROLE IN GUIDANCE TO MATURITY*

Worksheet 4a

1. Directions: Participants alternate in reading the following questions and answers.

1) Question: Is there one rule I could use for parents to follow in discipline?

Answer: The home atmosphere is more important than any rule. This atmosphere is the family's way of living. It is one in which the children and parents become a close-knit group, working things out together; one in which there is friendliness and good feeling. All the family knows that family life means ups and downs--moments of bickering, anger, squabbling. They know that there will be difficult times and good times. Parents can find their own way and their own answers for both the children and themselves if the atmosphere is one in which children and parents become a close-knit group and work things out together. As we said, it should include friendliness and good feelings.

2) Question: It has been said that the parents' attitude should be one of friendliness and helpfulness rather than that of a dictator or punisher. Why is that so?

Answer: Children need love and approval as well as food and shelter.

3) Question: What is love really?

Answer: Many things are wrapped up in the word love. It includes appreciation, affection, a readiness to stand by, a concern and encouragement. It is valuing the other person.

4) Question: Occasionally, I get guilt feelings because I find one of my children more honestly appealing than another. Is that harmful?

Answer: No. Accept that as a fact of life.

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*Adapted from Aline B. Auerback, The Why and How of Discipline (n.pp., The Child Study Association of America, Inc., 1969).

Worksheet 4b

5) Question: Will it spoil a child to show him love and affection?

Answer: No. On the contrary. The more a child feels loved and appreciated for himself, the more readily he will accept the guidelines and limits you set forth. If you aren't really interested in the child, he is more apt to balk at a request.

6) Question: If a child does something which makes me angry, must I hide my feelings?

Answer: No. Only watch how your feelings are shown. Just clearly and quietly let him know how you feel.

7) Question: But how can I show I approve of him if I disapprove of his behavior?

Answer: By showing you'll drop the issue once it has been handled, by going back to your usual friendly attitude, and by not settling into a stony silence for several days on end.

2. Discuss: Entire worksheet.

NOTES:

GOALS FOR YOUR CHILD'S BEHAVIOR*

Worksheet 5a

1. Directions: List the goals which you want from your child on the left side of the paper. Check these against those on the right side. Draw a line from those on the left side which "tie in" with those on the right side.

A	B
WHAT I WANT FROM MY CHILD	WHAT I WANT FOR MY CHILD
______________________	__ 1) To achieve worthwhile activities.
______________________	__ 2) To behave according to the values we and our social peer group have.
______________________	__ 3) To conform to standards of conduct we think are of value.
______________________	__ 4) To be happy and well-adjusted. To be free of physical and emotional problems or to be able to cope with them.
______________________	__ 5) To develop the maturity and ability so that they can face the world on their own.
______________________	
______________________	
______________________	
______________________	

2. Directions: Reread the goals in column B above. Do you disagree with any of these goals for your own children? If so, place a D in the blank before those you do not hold as a goal.

3. Directions: Participants alternate in reading the following questions and answers.

1) Question:	Those goals sound good. How do we set about accomplishing them?
Answer:	Ask yourself--"What behavior would I like my child to show for each particular goal?" We can call that "setting a behavior pattern." The more exact we are, the easier it will be for a child to learn.

*Concepts in these worksheets have been adapted from Joseph and Lois Bird, Power to the Parents! (New York, Doubleday and Co., Inc., 1972), chapter 4, pp. 57-58.

Worksheet 5b

2) Question: Suppose there are various choices of goals, and I can't decide. Is it all right to just leave matters hang?

Answer: It depends by what you mean as "all right." If you really want learning to be effective, the behavior pattern must be set in advance. If not, you will only be reacting to a situation, not acting.

3) Question: How do I do that? How do I set a behavior pattern?

Answer: Again--ask yourself, "What behavior do I wish my child to show? What can I do to bring about that behavior?"

4. Discuss: Entire worksheet.

NOTES:

SETTING BEHAVIOR GOALS

Worksheet 6a

1. Directions: Read carefully the example below of setting a goal for your child. See that in setting a behavior goal you should do three things:

    1) List goals you desire for your child.

    2) Break these down into subgoals to see what behavior the goals should include.

    3) Work on behaviors which need serious attention.

Example: A. Goal: To have my child do well in school.

B. Subgoals:

A) Be able to keep up with his class in each subject.

B) Get at least a C grade in keeping with his ability.

C) Know the material taught.

C. Behaviors needing attention:

A) Constant refusal to do homework.

B) Lack of attention in class.

DO'S AND DONT'S TO REMEMBER IN SETTING GOALS FOR YOUR CHILD

2. Directions: Participants alternate in reading "Do's and Dont's" below as background for this worksheet topic.

    1) Both parents should work together, if possible. Don't think your way is the only way.

    2) Cover all areas. Don't concentrate on only one area in his life.

    3) Take plenty of time to insure good communication between the parents and to come to an agreement. Don't rush through this.

    4) Be aware of the child's changing growth pattern, emotional patterns and needs; and don't neglect to re-evaluate your goals accordingly.

    5) Be aware of changing values which you might have, so don't neglect to re-evaluate your goals accordingly.

Worksheet 6b

6) In resetting goals, ask yourself, "Why is my child acting the way he is?" Don't be afraid to ask yourself, "Why wasn't this goal realized? What could I have done to change this?"

7) Be realistic.

3. Directions: Break the following goals down into subgoals. (Look at each main goal. Then ask yourself, "What behavior do I wish my child to show to reach that main goal?")

Main Goal: Have a clean room.

Subgoals: ______________________________

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Is there a behavior needing attention?

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Main Goal: Do his share of yard work.

Subgoals: ______________________________

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Is there a behavior needing attention?

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Main Goal: Assume responsibility around the house.

Subgoals: ______________________________

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Is there a behavior needing attention?

____

Worksheet 6c

4. Directions: This is an exercise in setting behavioral goals for your own child. First, decide on a main goal of behavior. Second, break this into subgoals. Third, list behaviors which need serious attention.

1) Main Goal: ______________________________

2) Subgoals: ______________________________

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3) Behaviors which need serious attention:

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. Discuss: Entire worksheet.

OTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 7

1. Directions: Participants form teams. In the space below, each team list the main points covered in the workshop. While this is being done, the moderator lists main points on a chalk board of flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Decide on a goal you would like your child to reach. Write this goal in the space below. (This can include a behavior which needs serious attention.)

   2) Ask yourself, "What behavior do I want from my child to show that this goal is reached?" This will pinpoint exactly what you are looking for. Write these subgoals below.

      (1) Goal: ____________________

      (2) Subgoals:

      a) ____________________

      b) ____________________

      c) ____________________

3. Discuss: Entire worksheet.

NOTES:

CHILDREN--THEIR NEEDS AND EMOTIONAL DEVELOPMENT

Workshop II

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. The Part Emotions Play in a Child's Life a, b
2. Emotional Deprivation a, b
3. Children's Emotions a, b, c
4. Importance of Emotions a, b
5. Importance of Emotions
6. How Emotions Develop: Through Maturing--Through Learning a, b
7. Providing an Outlet for Emotions a, b
8. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at previous workshop.

2. Discuss:

   * What goal did you assign for your child--yourself?

   * What behaviors did you want to see so that he could accomplish that goal?

   * Did any of you see any progress in such a short time?

   * Did you expect to see progress in one week's time?

3. Introduce: Children--Their Needs and Emotional Development--Workshop II and goals of the workshop: To better understand our child by realizing the part emotions play in his life, the results of emotional deprivation, how emotions develop in a child, and to provide an outlet for our child's emotions.

4. Discuss:

   * What is your opinion about emotions and the part they play in living?

   * Has this opinion changed through the past years?

   * Do you believe in letting a child express his emotions in any way he wishes? Does this depend on what emotions the child is feeling?

* Do you think a parent's attitude toward a child's emotions can influence his behavior?

5. Present and do exercises: Worksheets 1 a, b--The Part Emotions Play in a Child's Life

6. Discuss:

   * What do you think might be the result of lack of affection in a child's life.

   * In what ways can a parent "think" he is giving affection without the child "feeling" affection?

7. Present and do exercises: Worksheets 2 a, b--Emotional Deprivation

8. Discuss:

   * What are some of the characteristics of your child's emotions?

   * Do you consider these normal reactions, or do they concern you?

9. Present and do exercises: Worksheets 3 a, b, c--Children's Emotions

10. Discuss:

    * Just exactly what would you say is the importance of emotions in a child? Be specific--what can positive emotions such as pleasure result in?

    * Don't just think of pleasant emotions affecting a child. What about other emotions?

11. Present and do exercises: Worksheets 4 a, b--Importance of Emotions

12. Present and do exercises: Worksheet 5--Importance of Emotions

13. Discuss:

    * Are emotional patterns of a child present at birth?

    * What sets the pattern for a child's emotional patterns?

    * Do a child's emotions change as he goes through life? Why?

14. Present and do exercises: Worksheets 6 a, b--How Emotions Develop: Through Maturing--Through Learning

15. Discuss:

    * How many of you have heard that it is better for a child if his emotions are repressed rather than expressed?

    * If you believe that emotions should not be repressed, do you "buy the fact wholesale?" Or do you believe there should be some modification to the statement?

    * What would you say could provide a suitable outlet for emotions? Give specific examples of an outlet for the emotions you are presenting.

    * What do you think of this statement: "When feelings are repressed, the body feels the effect?"

16. Present and do exercises: Worksheets 7 a, b--Providing an Outlet For Emotions

17. Present and do exercises: Worksheet 8--Draw Your Own Conclusions--Set Your Own Goals

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CHILDREN--THEIR NEEDS AND EMOTIONAL DEVELOPMENT--II

THE PART EMOTIONS PLAY IN A CHILD'S LIFE

Worksheet 1a

1. Directions: Sort out the following into pleasant and unpleasant emotions: joy, fear, jealousy, anger, affection, curiosity, happiness, love, hate, worry. Discuss reasons for your choice. Add any other emotions you wish.

PLEASANT EMOTIONS	UNPLEASANT EMOTIONS

2. Question: Which of the above emotions would you be more apt to let your child express?

Why:

Worksheet 1b

3. Directions: Read the following "REMEMBER" statements. Underline the portions which seem especially important to you.

REMEMBER: EMOTIONS, BOTH PLEASANT AND UNPLEASANT, ARE PART OF A CHILD'S LIFE. THEY CONTRIBUTE TO THE KIND OF PERSONAL AND SOCIAL ADJUSTMENT HE MAKES, DEPENDING ON HOW THEY ARE HANDLED.

REMEMBER: EMOTIONAL DEPRIVATION OCCURS WHEN A CHILD IS DEPRIVED OF A REASONABLE AMOUNT OF PLEASANT EMOTIONAL EXPERIENCES --OF JOY, AFFECTION, CURIOSITY, HAPPINESS-- AND IS FACED INSTEAD WITH SITUATIONS WHICH CAUSE FEAR, JEALOUSY, ENVY, ANGER, HOSTILITY.

A child deprived of affection or an outlet for his emotions can experience:

- Delay of normal physical development
- Delay of motor development
- Delay of speech development
- Delay of intellectual development
- Handicap in learning how to get along with others
- Distortion of reality in life's experiences
- Unpleasant disposition
- Grief
- Shyness
- Apathy
- Insecurity
- Fear and hostility

REMEMBER: FEELINGS, OF THEMSELVES, ARE NEITHER GOOD OR BAD. IT'S HOW THEY ARE HANDLED THAT IS IMPORTANT. FEELINGS CHANGE OUR "INSIDES." FEELINGS CAN BE EXPRESSED CONSTRUCTIVELY.

4. Discuss: Entire worksheet.

Many of the concepts in this workshop have been adapted from Elizabeth Hurlock, Child Development (NewYork, McGraw-Hill, 1972), ch. 9, pp. 184-215.

EMOTIONAL DEPRIVATION

Worksheet 2a

1. Directions: Read diagram A below. From this information and from material in the preceding worksheets, fill in the asterisked (*) portions of Chart B below.

DIAGRAM A

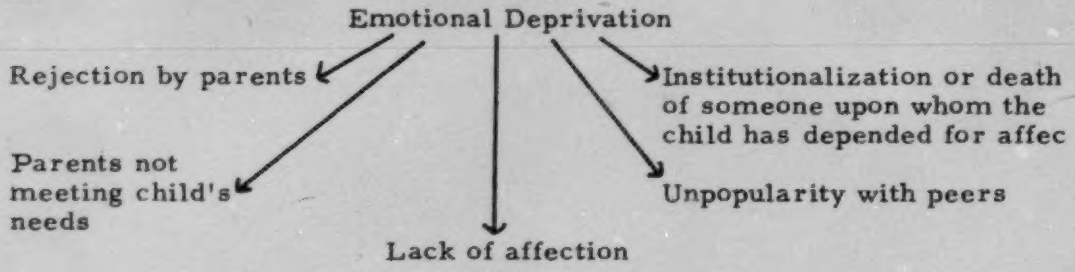
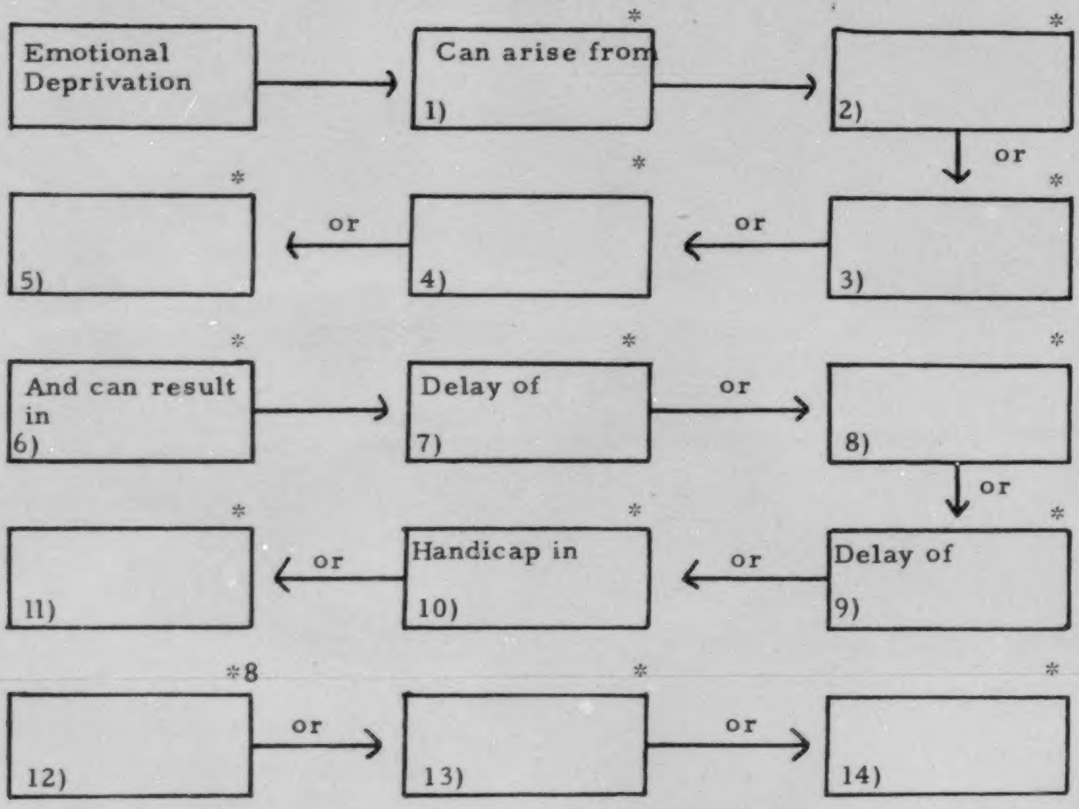

Emotional Deprivation
Rejection by parents
Parents not meeting child's needs
Lack of affection
Unpopularity with peers
Institutionalization or death of someone upon whom the child has depended for affec

CHART B


Emotional Deprivation
*
Can arise from
1)
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or
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3)
or
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or
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And can result in
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Delay of
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Delay of
9)
or
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or
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11)
*8
12)
or
*
13)
or
*
14)

Worksheet 2b

2. Directions: Give an example of each of the causes and results of emotional deprivation as you listed in Chart B, Worksheet 2a. (See example below.)

	CAUSES	EXAMPLES
1)	Rejection by parents	No love shown the child
2)		
3)		
4)		
5)		

	RESULTS	EXAMPLES
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		

. Discuss: Entire worksheet.

NOTES:

CHILDREN'S EMOTIONS

Worksheet 3a

1. Directions: Read the following "Characteristic Code" of children's emotions. Keep in mind the key--Emotions F-I-T L-I-F-E. It will help you remember the characteristics of children's emotions.

EMOTIONS FIT LIFE. THEY ARE . . .

F Frequent--Emotions show up often. As a child grows, he learns to adjust to emotion-arousing incidents. He curbs his outbursts or expresses them in an acceptable way.

I Intense--A young child will react to a small or a serious happening with equal intensity. Do not be surprised if the pre-adolescent will react intensely to what seems to be a small situation.

T Transitory--Emotions are fleeting, rapidly shifting from laughter to tears, from anger to smiles, or from affection to jealousy. This can be attributed to: clearing the system of pent-up emotions by unreserved expressions; a lack of really understanding the situation which gave rise to the emotion (because of limited experience and age); a child's short attention span--he can easily be diverted into thinking about something else.

L Lose and Gain in Strength--Depending on a child's age, emotions change. Some lessen in strength as the child matures. Others become stronger. These changes also come about,in part, to changes in strengths of drives.

I Individual--The pattern of emotional responses in newborns is similar. However, as the child reflects the influences of learning and environment, behaviors that go along with different emotions become an individual pattern.

F Flash Behavior Symptoms--Sometimes we cannot see a child's emotional responses, but we learn what they are indirectly by habits we see such as nail-biting, thumb-sucking, restlessness, crying, speech difficulties, poor school work, etc.

E Everyone Has Emotions--Everyone has feelings. Of themselves, they are neither good or bad. How they are handled is what is important.

Worksheet 3b

2. Directions: Read the statements below. After each, show the effect of emotions on a child's life as illustrated in the examples below.

EMOTIONS FIT LIFE

1) They can serve as a means of communication, letting people know feelings about one another.

   Example: "I love you."

2) They can color a child's entire outlook on life--sad and pessimistic or fearful, happy or joyful.

   ____

   ____

   ____

3) They can prepare the body for action through accompanying bodily changes.

   ____

   ____

   ____

4) Tension and unpleasant emotions can harm development of skills, lead to slower thinking, speech disorders (such as slurring, stuttering), clumsiness, awkwardness, unsureness, they can hamper learning, remembering, concentration, and can cause persistent anxiety, frustration, jealousy.

   Example: A four-year-old child is constantly "picked on" by her older brother. Soon her parents notice the four-year-old begins to stutter whenever she is asked a question.

5) They add pleasure to life. Curiosity, affection and joy give pleasure and can release tensions. Certain angers and fears can, in instances, cause excitement and lead to pleasant results.

   ____

   ____

   ____

Worksheet 3c

6) They can become sources of self-evaluation; depending on the expression, one's dominant emotions can result in acceptance or non-acceptance of self. How one is treated because of emotional patterns or because of how he handles emotions serve as another mirror of self-esteem.

3. Discuss: Entire worksheet.

NOTES:

IMPORTANCE OF EMOTIONS

Worksheet 4a

1. Directions: From the material on the preceding worksheets, fill in the blanks to complete the chart below.

EMOTIONS CAN

A. Add Pleasure
- Curiosity, affection and joy give pleasure and release tension

B. Be repeated and
- Can develop into habits

C. Color child's outlook on life
- He can become __________, ________, or _____________, or __________________and ___________________________

D. Prepare __________ _________ _________
- Increased heartbeat
- Take away fatigue, poisons from muscles
- Stimulate bodily changes

E. Tension and ____________________
- Can cause anxiety, frustration
- Hamper motor skill development
- Slower thinking
- Speech disorders
- Hamper learning, remembering, concentration

Worksheet 4b

Serve as a means of ____________________	Can let others know feeling about one another through bodily and facial expressions
Become a source of ____________________	How one is treated because of his emotional responses or because of how he handles emotions serves as a mirror to his self-image

2. Question: Which of the above points on the chart you just completed seem the most important to you?

3. Discuss: Entire worksheet.

NOTES:

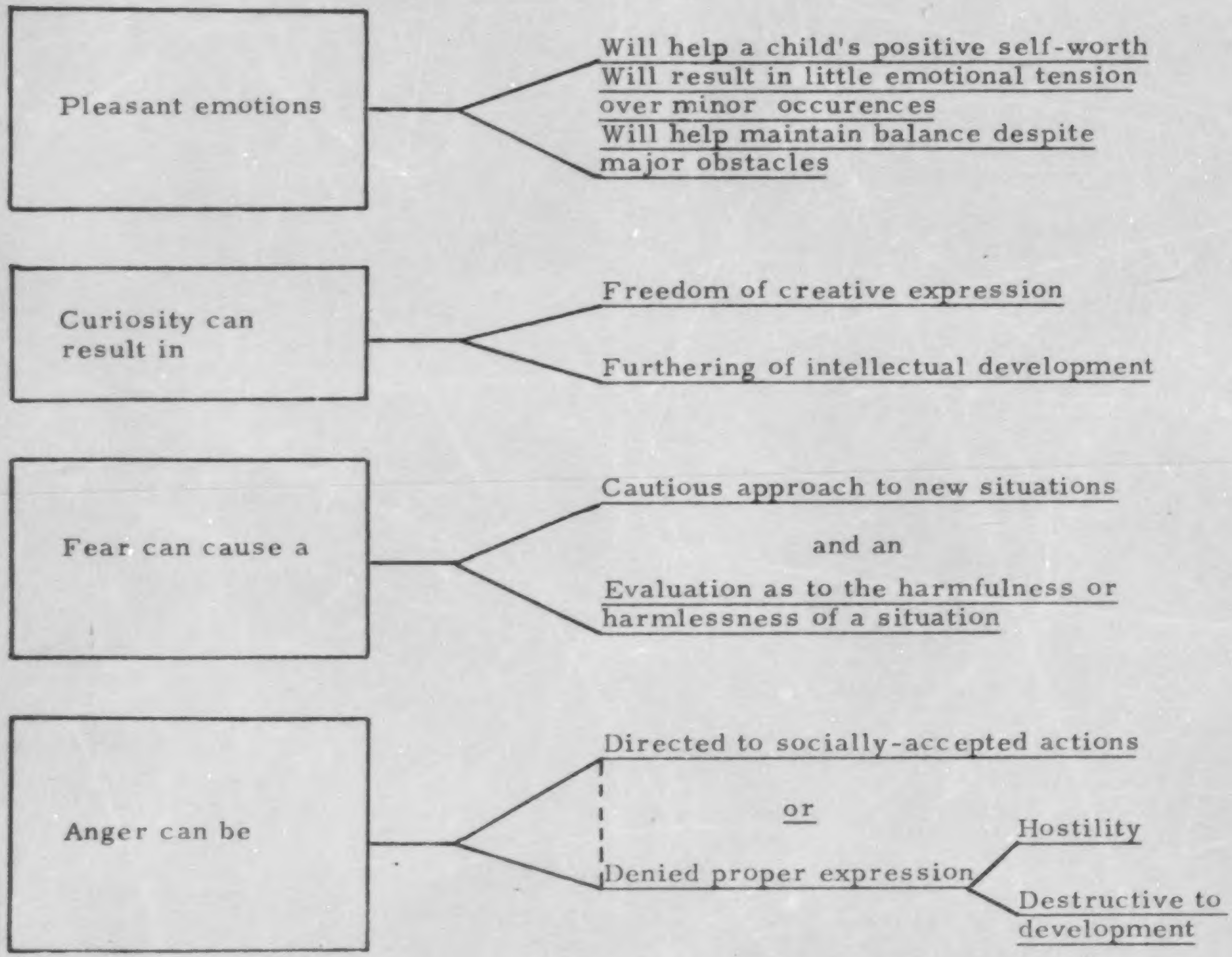
IMPORTANCE OF EMOTIONS

Worksheet 5

1. Directions: Study the chart below. Then, answer the following questions.

   1) Can only pleasant emotions have good results? __________________

   2) Of what positive value are anger and fear? ______________________



Pleasant emotions
- Will help a child's positive self-worth
- Will result in little emotional tension over minor occurences
- Will help maintain balance despite major obstacles

Curiosity can result in
- Freedom of creative expression
- Furthering of intellectual development

Fear can cause a
- Cautious approach to new situations

and an
- Evaluation as to the harmfulness or harmlessness of a situation

Anger can be
- Directed to socially-accepted actions

or
- Denied proper expression
  - Hostility
  - Destructive to development

2. Discuss: Entire worksheet.

NOTES:

HOW EMOTIONS DEVELOP:
THROUGH MATURING--THROUGH LEARNING

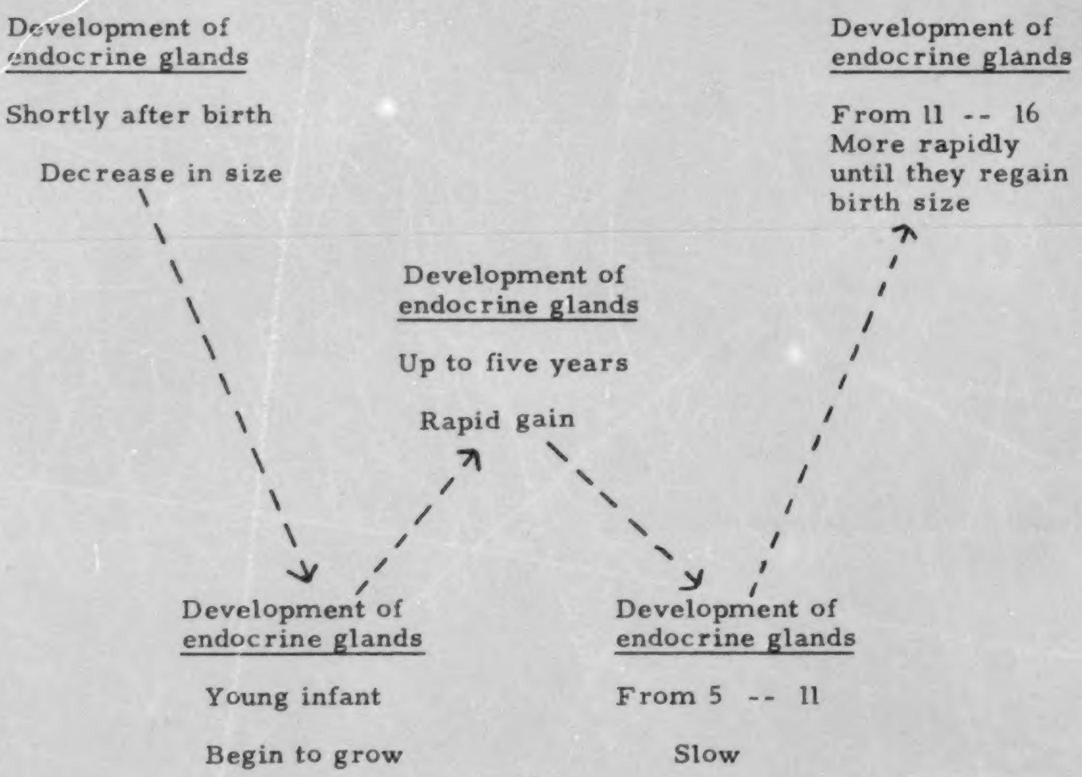
Worksheet 6a

1. Directions: Fill in the blanks below after reading the following diagrams A and B showing how emotions develop.

Two factors influencing the development of emotions are ____________________ and ____________________. The more important is ______________________ because it can be controlled, through teaching and guidance, by regulating the environment, and by either physical therapy or psychotherapy.

Through Maturing--A

Development of the Endocrine Glands Contribute to Emotional Development


Development of endocrine glands
Shortly after birth
Decrease in size
Development of endocrine glands
Young infant
Begin to grow
Development of endocrine glands
Up to five years
Rapid gain
Development of endocrine glands
From 5 -- 11
Slow
Development of endocrine glands
From 11 -- 16
More rapidly until they regain birth size

Worksheet 6b

Through Learning--B

TRIAL AND ERROR	IMITATION	CONDITIONING
Past experiences (More common in early childhood than in later)	Emotions are contagious. Most common in children who are highly dependent and suggestible.	Learning by association occurs easily and quickly during early years. Experience and reasoning ability more lacking at that time. Highly developed imagination.
EXAMPLE	EXAMPLE	EXAMPLE
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________
____________________	____________________	____________________

2. Directions: In diagram B above, list one example of the development of emotions through trial and error, through imitation, and through conditioning.

3. Discuss: Entire worksheet.

NOTES:

PROVIDING AN OUTLET FOR EMOTIONS

Worksheet 7a

REMEMBER: NEGATIVE FEELINGS GIVEN PROPER RELEASE LOSE THEIR DESTRUCTIVE EFFECT.

REMEMBER: REPRESSION OF NEGATIVE FEELINGS CAN DAMAGE A CHILD'S SELF-ESTEEM.

REMEMBER: IT IS IMPORTANT TO PROVIDE A CHILD WITH PROPER OUTLETS FOR EMOTIONS.

1. Directions: From the list below, sort out ways in which a child can release his emotions through physical and mental energies. Add any activities of your own to the list

List of activities: communication with others, indirect communication in play through the use of puppets, play-acting, writing out feelings, reading, creative activities with clay, and other materials for "making things," strenuous activity in play or work, running, playing ball, physical sports, crying, laughing, shoveling snow, yard work, swimming.

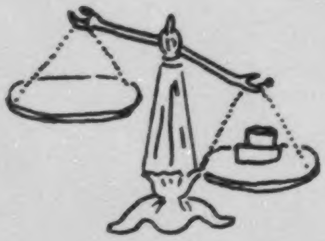
RELEASE THROUGH PHYSICAL ACTIVITIES	RELEASE THROUGH MENTAL ACTIVITIES

Worksheet 7b

2. Directions: The scale below is unbalanced. Change this to show a child achieving good emotional balance.

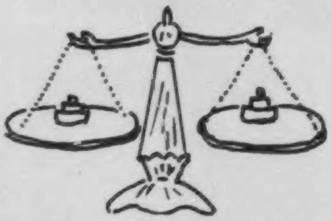
Balancing the Scales

UNBALANCED
Experience of anger,
fear, jealousy



Repression of
these emotions

BALANCED
Experience of anger,
fear, jealousy



3. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 8

1. Directions: Participants form teams. In the space below, each team lists the main points covered in this workshop. While this is being done, the moderator lists the main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Review entire workshop. Provide your child with definite ways negative emotions can be released. Sometime during the coming week, note the methods you used in the space below.

   2) Underline the above goal if you agree to work toward it. If you wish to set a goal of your own, write this goal in the space below.

   My alternate goal: ______________________________

3. Discuss: Entire worksheet.

NOTES:

CHILDREN--THEIR NEEDS AND EMOTIONAL DEVELOPMENT

Workshop III

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Agree-Disagree Statements
2. Crises Times a, b, c
3. Emotions Are Important a, b
4. Emotions Are Important
5. Climbing the Steps to Emotional Development a, b, c, d, e
6. Draw Your Own Conclusions--Set Your Own Goals References

Plan:

1. Review: Principles covered at previous workshop.

2. Discuss:

   * Did you find that you understood your child's feelings and were better able to cope with them during the past two weeks?

   * Have you experienced satisfactory results in working toward the goals you set during the past two weeks?

3. Introduce: Children--Their Needs and Emotional Development--Workshop III and goals of the workshop: To reinforce the importance of children's emotions; to recognize various stages of emotional growth from five year-old to adolescent.

4. Present and do exercises: Worksheet 1--Agree-Disagree Statements

5. Discuss:

   * Are there certain periods common to all children's growth in which they might experience emotional crises?

   * How does your view tie in with the fact that all children are individuals?

   * Why are the above questions important to you as a parent?

6. Present and do exercises: Worksheets 2 a, b, c--Crises Times

7. Present and do exercises: Worksheets 3 a, b--Emotions are Important

8. Present and do exercises: Worksheet 4--Emotions are Important

9. Present and do exercises: Worksheets 5 a, b, c, d, e--Climbing the Steps to Emotional Development

10. Discuss:

    * Why is it important to know some common emotional patterns which roughly correspond to a child's growth?

11. Present and do exercises: Worksheet 6--Draw Your Own Conclusions--Set Your Own Goals

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CHILDREN--THEIR NEEDS AND EMOTIONAL DEVELOPMENT--III

AGREE-DISAGREE STATEMENTS

Worksheet 1

1. Directions: Read each statement. Circle either A if you agree or D if you disagree with each statement. Then, work in pairs and do the same thing. If you cannot come to an agreement, change the wording in any statement enough so that you can possibly come to an agreement.

A D 1) Controlling emotions means not to let any emotions show.

A D 2) It is always good to show disapproval if a child is angry.

A D 3) Acting on feelings is something we should always do.

A D 4) Learning and maturing are equally important in the way a child handles his emotions.

A D 5) Reasoning out feelings and analyzing them occur as children mature.

A D 6) Verbal communication--talking it out--is the only way a child can get rid of mental energy.

A D 7) Feelings in themselves are neither good or bad. How we handle them is what is important.

A D 8) A child who has a negative attitude toward most things will probably outgrow it.

A D 9) Strenuous play is of minor effect in getting rid of physical energy.

A D 10) Emotional balance means handling wisely our pleasant and unpleasant emotions.

A D 11) Growth and development is the same for all children of similar ages. All children of six show the same patterns of emotions.

A D 12) Emotional deprivation or starvation is a term which can mean that someone is deprived of all emotional experiences--both pleasant and unpleasant emotions.

2. Discuss: Entire worksheet.

CRISES TIMES*

Worksheet 2a

1. Directions: Read each of the "REMEMBER" statements below. Place a check mark on any you think is important to you as a parent. Answer the questions below the "REMEMBER" statements. Check your answers with representative answers on worksheets 2b and 2c.

REMEMBER: HOW A CHILD HANDLES EMOTIONAL CRISES IS A KEY TO HIS PSYCHOLOGICAL GROWTH.

REMEMBER: THERE ARE A COMMON NUMBER OF CRISES EXPERIENCES IN "GROWING UP" BECAUSE OF OUR COMMON HUMAN NATURE. THESE CRISES EXPERIENCES OCCUR AS ONE ENTERS A NEW FIELD OF EXPERIENCE.

REMEMBER: COMMON CRISES EXPERIENCES OCCUR AT BIRTH, THE BEGINNING OF THE TODDLER STATE, DURING THE FIRST YEARS OF LIFE, THE BEGINNING OF SCHOOL, THE PERIOD OF ADOLESCENCE.

1) Why would one say that birth is the most risky of crises experiences?

2) What is going on in a toddler's life that might cause a crisis experience?

---

*Concepts on Worksheets 2a, b have been adapted from Bonaro W. Overstreet, Understanding Fear in Ourselves and Others (New York, Harper and Row, 1971), Chapter 4, pp. 48-59.

Worksheet 2b

3) List some of the changes that occur when a child enters school.

4) Why is adolescence a time of stress?

5) Are there any other crises situations that occur in a family which are not necessarily common to all children but to many?

2. Discuss: Entire worksheet.

NOTES:

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Representative answers:

1) From the safety of the mother's womb, the child enters a world where he has to begin functioning for himself.

2) A toddler who is trying to find out "who he is" and "what he can do" is beginning to build his picture of himself. Anything at this stage which will make him feel not wanted or deserving of rejection will hurt.

Worksheet 2c

The toddler moves about more, discovers more, seeks out more answers for himself.

The toddler is drawing more people into the area in which he moves. Parents are no longer the complete source of comfort to him.

3) By the time a child enters school, he has built up a lot of experiences within himself. They form part of him, a part with which he will handle innumerable new experiences.

The child's interests shift from those where home was chiefly the focus to the broader area where playmates, teachers, competition, and new authority figures become part of his life.

4) Adolescence is a time when there are more rapid changes than many people can absorb with ease. Sex organs change, intense new feelings occur within the adolescent, and he can become absorbed in these disturbing emotions. He has more problems to face; he is concerned with these problems, these concerns, and trying to answer them makes it more difficult to answer new problems that exist.

There are not only bodily changes that can be disturbing to the adolescent. Social acceptance and his relationships to other people are at a more critical stage. So much is expected of him in regard to relationships with himself and with others of his own and of opposite sex.

Sometimes parents do not know how to react to all of this. They themselves become insecure in their roles. There often is a widening "communication gap."

In an average group of mid-adolescents, there is more anxiety as they are caught in conflicting patterns. There is a retreat to inflexible standards so that they have the right slang, right clothes.

5) Answers will vary.

EMOTIONS ARE IMPORTANT

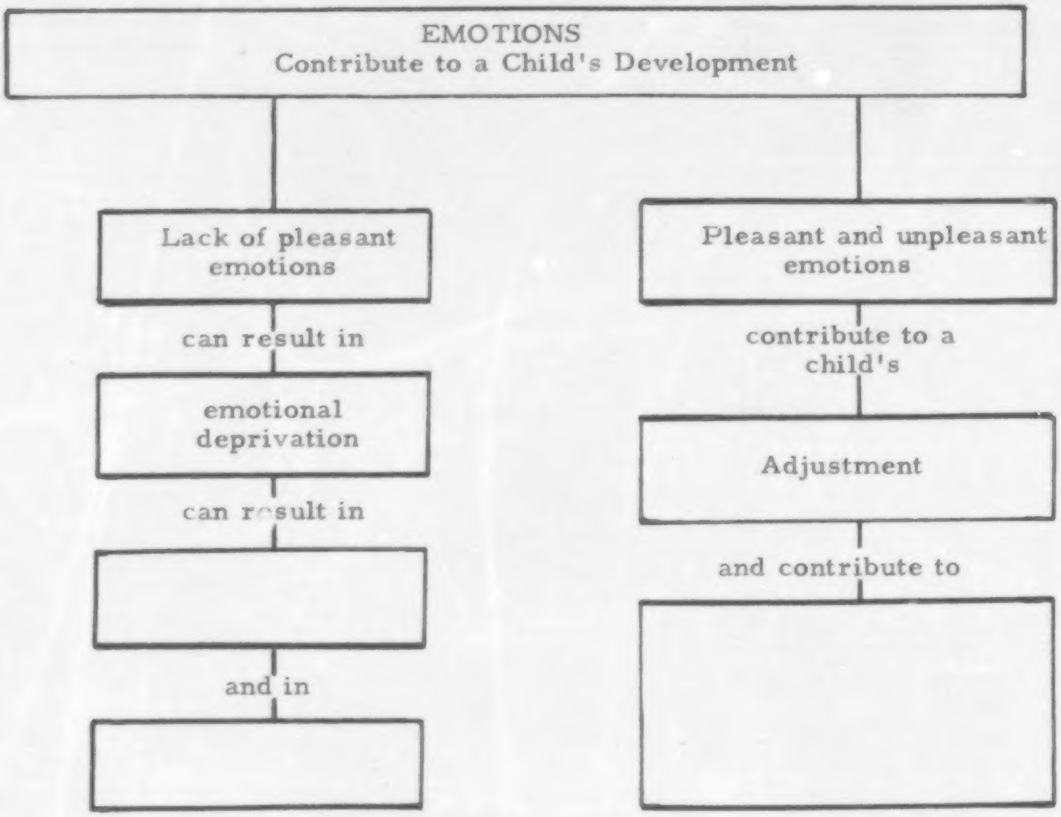
Worksheet 3a

1. Directions: Read the following paragraphs. From the facts contained in these paragraphs, complete the chart below. (This is a review of some of the material covered in Workshop II.)

All emotions, both pleasant and unpleasant, contribute to the adjustment a person makes in life. Pleasant emotions of joy, affection, happiness and love, and unpleasant emotions which give rise to anger, fear, and jealousy contribute to an individual's development.

When a child is deprived of love through institutionalization or rejection from parents or people from whom he normally would expect love and approval, he can experience emotional deprivation. Being deprived of other pleasant emotional experiences, including joy, happiness, and feeling worthwhile, also results in emotional deprivation.

This deprivation can result in a delay of intellectual, physical, motor development and in the ability to know how to get along with other people.


EMOTIONS
Contribute to a Child's Development
Lack of pleasant emotions
can result in
emotional deprivation
can result in
and in
Pleasant and unpleasant emotions
contribute to a child's
Adjustment
and contribute to

Worksheet 3b

2. Directions: From the above facts, write a "REMEMBER" statement of your own.

REMEMBER:

3. Discuss: Entire worksheet.

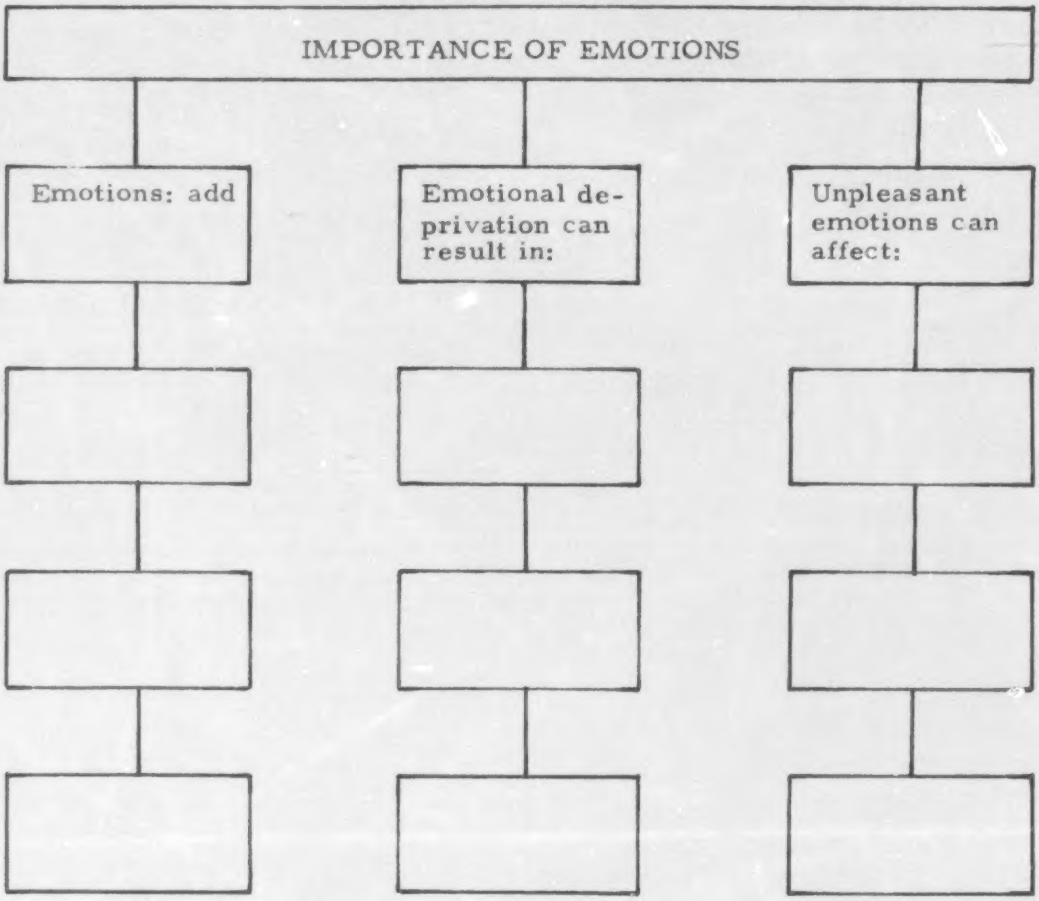
NOTES:

EMOTIONS ARE IMPORTANT

Worksheet 4

1. Directions: Read the following paragraph. From the facts listed, fill in the chart below. (This is a review of material covered in the previous workshop.)

> Emotions color a child's outlook on life. They add pleasure, prepare the body for action, serve as a form of communicating with one another, change facial appearance, affect interaction with others, affect concentration and mental activity. Tension from emotional conflicts delays motor skills, and can cause speech disorders such as slurring, stuttering and facial tics. Unpleasant emotions interfere with concentration, learning and intellectual activities. Repeated emotional responses develop into habits.


IMPORTANCE OF EMOTIONS
Emotions: add
Emotional deprivation can result in:
Unpleasant emotions can affect:

2. Discuss: Entire worksheet.

CLIMBING THE STEPS TO EMOTIONAL DEVELOPMENT

Worksheet 5a

1. Directions: Read the following "REMEMBER" statements very carefully. Then read Characteristics of Various Growth Steps which follow.

REMEMBER: KNOWING THE VARIOUS STEPS IN A CHILD'S GROWTH CAN HELP US DEAL WITH HIM. AS WE KNOW WHAT AND WHEN TO EXPECT, WE CAN BE MORE PATIENT AND UNDERSTANDING.

REMEMBER: THE WAY A CHILD CLIMBS THESE STEPS MIGHT DIFFER BECAUSE GROWTH AND DEVELOPMENT ARE NOT THE SAME FOR ALL CHILDREN.

REMEMBER: EACH CHILD HAS TO CLIMB ALL OF THESE STEPS TO GET TO THE TOP. HOWEVER, SOME CHILDREN MIGHT NORMALLY BE A LITTLE AHEAD OR A LITTLE BEHIND THE BEHAVIOR INDICATED IN A PARTICULAR AGE GROUP BELOW.

CHARACTERISTICS OF VARIOUS GROWTH STEPS*

Growth of Five Year Old

1) Finds mother is center of life.
2) Is able to take responsibility for actions and knows difference between right and wrong.
3) Show the beginning of tendency toward independence.
4) May suck thumb or bite nails as emotional outlet.
5) Shows serious and businesslike appearance.
6) Is proud of clothes and possessions.
7) Becomes excited over future happenings.
8) May cry if tired or angry.
9) Has occasional temper tantrums.
10) Shows less fear of animals. Fears natural phenomenom.

---

*Adapted from material provided by Practical Parenting, Parent Education Association, Box 18, Columbia, Missouri 65201.

Worksheet 5b

Six Year Old

1) Shows extremes in behavior. Laughs and cries easily. Is loving one moment and hostile the next.
2) Seeks independence but fears when receives it.
3) Argues quite easily.
4) Begins to go to unstable level.
5) Imitates older group and sees no wrong in his imitations.
6) Becomes a less cooperative member of the family. May rebel and leave home.
7) Is not confident of physical skills.
8) Becomes discouraged easily.
9) Dislikes criticism but needs praise, encouragement and understanding.
10) Identifies with older children.

Seven Year Old

1) Develops more serious and thoughtful tones. More inhibited, more controlled in his actions.
2) Is more aware of others and relationships to others. Does not worry about others--only about himself.
3) Will sulk when scolded and play by himself if friend will not suit.
4) Is better at losing but still likes to win. Often sets goals too high to accomplish.
5) Takes on new meaning of time and space.
6) Is aware of body and often sensitive about exposing it.
7) Is ashamed to be seen crying.
8) Feels need for responsibility.
9) Reflects feelings determined by approval of adults.
10) Changes his mind about things.
11) Writes so he can erase.

Eight Year Old

1) Is less likely to withdraw into self.
2) Likes to argue.
3) Is aware of mistakes of others.
4) Develops a scale of moral values.
5) Anticipates future with great excitement.
6) Develops a conscience that governs behavior.

Worksheet 5c

7) May go from one extreme to another.
8) Shows more prominent sex role.
9) Has developed awareness of feelings of others.
10) Sets unattainable goals.
11) Might release tension by sucking thumb.
12) Cries when under severe tension or when tired.
13) Can develop a stomach ache when upset.
14) Tells people off rather than fight.

Nine Year Old

1) Fights to let off steam or becomes moody.
2) Becomes more independent and responsible.
3) Shows extreme emotional shifts.
4) Evaluates own behavior and may be ashamed of past behavior.
5) Enjoys competition.
6) Is loyal to friend.
7) Enjoys humor. Tells funny story over and over.
8) Cries when angry or if tired.
9) Worries about school failure.
10) Has scary dreams about being hurt.
11) Likes to tell about dreams.
12) May develop crushes on others.
13) Is sensitive to correction by elder.
14) Is self-conscious about himself.
15) Reacts against wishes of neatness (boys).
16) Patterns interest after father (boys).
17) Likes or despises teacher.
18) Can take blame for wrong (some).
19) Responds well to compliments.

Ten Year Old

1) Understands the physical and emotional changes to come.
2) Programs needed for activity for puberty.
3) Wants warm affection in adults.
4) Won't admit fears or worries to others.
5) Is critical of parents and adults.
6) Is conscious of parents and adults.
7) Shows tendency to hero-worship.
8) Accepts body and health rules.
9) Does not take self quite as seriously as at nine.
10) Needs sense of belonging and acceptance by peers.
11) Talks back.

12) Sees only part of himself that is exposed.
13) Shows increase in finger to mouth activity.
14) Finds eating is tensional outlet (many children).
15) Overanxious. Tries his best but does not make it.

Eleven Year Old

1) May develop tics.
2) Is confiding and alert. Aware of disposition but cannot name reason for it.
3) Aware of faults. Likes to argue.
4) Shows outbursts when angry.
5) Has good control of conscience.
6) Cries easily when upset.
7) Is jealous of siblings of same age.
8) Is fearful and seeks companionship.

Twelve Year Old

1) Causes problems as a result of attempts to gain independence.
2) Physical changes bring about a number of serious emotional problems.
3) Cries but tries to hold back the tears.
4) Worries about school work.
5) Is more aware of feelings of others and is not hurt as easily.
6) Begins to calm down and organize his energies.
7) Either hates or loves depending upon the situation.
8) May have fears but is less jealous of peers and siblings.
9) Shows smoothing out of actions.
10) Is carried away with certain topics, i.e., atom bombs, space travel.
11) Has great sense of humor.
12) Is envious of possessions of others.
13) Shows verbal response to situations rather than fighting.
14) Is sensitive about home and family.
15) Is influenced by adults and confused by them. Becomes sentimental.

Thirteen Year Old

1) Thinks status of group is quite important.
2) Wants to be treated like an adult, but is not yet capable of handling the responsibility.

Worksheet 5e

3) Desires attention and will revert to almost anything to gain it.
4) Develops crushes on older persons of opposite sex.
5) Does not understand changes in friends, especially if he is behind in development.
6) Thinks status with peers more important than adults.
7) Friendships tend to shift rapidly.

2. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 6

1. Directions: Participants form teams. Each team lists in the space below, the main points covered in the workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Identify a crisis time which your child is experiencing or will experience. Write this on the line below:

   Crisis time: ______________________________

   2) List below reasons for this period of his life being a time of crisis.

   Reasons: ______________________________

   3) List below what you can do as a parent to help your child during this crisis experience.

   4) Underline the above goal if you agree to work toward this. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ______________________________

3. Discuss: Entire worksheet.

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DISCUSSION GUIDE--I

DISCUSSION GUIDE I
FOR
HELPING YOUR CHILD FEEL WORTHWHILE
WHAT TO DO WHEN THEY MISBEHAVE
CHILDREN: THEIR NEEDS AND EMOTIONAL DEVELOPMENT

Directions to moderator: The following suggested discussion guide is based on the concepts presented in the nine preceding workshops. (Those suggestions marked with an asterisk can be used for individual or team activities.)

1. How is a child's self-concept formed?

2. What does self-esteem do for an individual?

* 3. In what ways can parents make a child feel accepted or unaccepted?

4. What characteristics are common to all people?

5. What does acceptance by others do for a child?

6. List three things that can help give a child self-acceptance.

7. From what does happiness in childhood come?

* 8. What are some results of a positive self-concept to a child?

* 9. What are some of the results of negative self-concept?

* 10. What steps can we take to build self-esteem in a child (or in anyone we influence?)

11. What kinds of "selves" can we display?

12. In regard to these selves, on what do adjustment and stability of a person depend ?

* 13. List negative influences on a child's self-esteem.

* 14. List positive influences on a child's self-esteem.

15. What does encouragement do to a child's life?

16. What effect do put-downs have on a child's self-esteem?

17. What makes up the "personality" of a person?

* 18. List activities a parent can engage in to build a child's sense of self-worth.

* 19. What main "mistaken" goals can a child's misbehavior reflect? List these goals. Then, opposite each goal, write a possible corrective action a parent might take.

* 20. What steps are involved in changing a child's behavior?

21. What effect can sarcasm have on a child's development?

22. What are "natural consequences" of a child's behavior? Give an example of natural consequences of behavior?

23. List as many examples of misbehavior as you can, and then list a corresponding action which might help change this misbehavior.

24. How can encouragement be reflected in a child's behavior? How can discouragement be reflected in behavior?

25. What are some of the "needs" children have which parents can fullfill?

26. How does a parent's behavior affect the behavior of a child? Give examples.

27. What is the difference between discipline and self-discipline?

28. What are some of the goals you have for your child?

29. What three things should one do in setting behavior goals for a child?

* 30. List as many characteristics of children's emotions as you can.

* 31. List some results of emotional deprivation in a child's life.

32. What are some positive results of anger and fear?

33. What two factors influence the development of emotions? Which is the most important.

* 34. List some physical activities that can serve as an outlet for emotions.

* 35. List mental activities that can provide emotional release.

* 36. What are the main crises times in a child's life? Describe each.

CREATIVITY--DON'T LET YOUR CHILD LOSE IT

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Creativity Furthers Self-Concept a, b, c
2. Examples of Creative Expression a, b, c
3. Learning and Essentials of Creativity a, b
4. Learning and Ingredients of Creativity
5. Stifling Creativity or Keeping It Alive a, b
6. How a Parent Can Develop Ingredients of Creativity and Learning a, b, c, d
7. Conformity and Creativity a, b
8. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at last workshop and discuss individual experiences.

2. Introduce: Creativity--Don't Let Your Child Lose It workshop series and goal of the series: To give time, space and materials to help develop the vital ingredients of creativity; to do this as a vital step in developing a child's learning and intelligence.

3. Introduce: Workshop I and goal of the workshop: To see the link between creativity and self-esteem; to take time to help a child develop observation, curiosity, imagination, independence and the freedom to fail.

4. Discuss:

   * How would you define creativity?

   * Are all children creative?

   * If parents help develop creativity in a child, will he become a more productive adult?

5. Present and do exercises: Worksheets 1 a, b, c--Creativity Furthers Self-Concept

6. Present and do exercises: Worksheets 2 a, b, c--Examples of Creative Expression

7. Discuss:

   * Do you think that creativity is connected with learning?

   * If so, in what way?

8. Present and do exercises: Worksheets 3 a, b--Learning and Essentials of Creativity

9. Discuss:

   * Do you personally see more examples of creativity in a preschool child or in an older child?

   * From your own observations, who shows more "freedom to create"--a pre-school child or an older child?

10. Present and do exercises: Worksheet 4--Learning and Ingredients of Creativity

11. Present and do exercises: Worksheets 5 a, b--Stifling Creativity or Keeping it Alive

12. Discuss:

    * Can creativity be taught?

    * Can a parent help in the development of a child's creativity? In what way?

13. Present and do exercises: Worksheets 6 a, b, c, d--How a Parent Can Develop Ingredients of Creativity and Learning

14. Present and do exercises: Worksheets 7 a, b--Conformity and Creativity

15. Present and do exercises: Worksheet 8--Draw Your Own Conclusions--Set Your Own Goals

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CREATIVITY--DON'T LET YOUR CHILD LOSE IT--I

CREATIVITY FURTHERS SELF-CONCEPT

Worksheet 1a

1. Directions: Read the following definitions of creativity and underline the one you think is the most complete.

   1) Creativity is an expression of a need inside oneself which results in a discovery of something about oneself or the world around him.

   2) Creativity is the taking of "what is" to "what might be possible."

   3) Creativity is doing in one's individual way what is self-satisfying, and through this expression seeing a product of this expression.

   4) The importance of creativity is both process (what is "going on inside the person" and the process of his "creating") and product (what is created).

2. Directions: The following diagrams 1) and 2) illustrate definitions 1) and 2) above. After analyzing the diagrams below, can you illustrate definitions 3) and 4) with similar diagrams. (Participants can work in teams if they wish.)

DIAGRAM 1)

Need ——————→ Expression of need ——→ Discovery of something about oneself or the world in which we live.

DIAGRAM 2)

Taking What is to What Might be Possible

Old lumber--------→ becomes a----------→ tree house

Cardboard boxes----→ can become----------→ a city

Painting-----------→ can express----------→ feelings, etc.

REMEMBER: CREATIVE EXPRESSION ADDS "MIRROR IMAGES" THAT HELP A CHILD FEEL MORE WORTHWHILE IN HIS "PICTURE OF HIMSELF."

Worksheet 1b

DIAGRAM 3)

DIAGRAM 4)

Worksheet 1c

3. Discuss: Entire worksheet.

NOTES:

EXAMPLES OF CREATIVE EXPRESSION

Worksheet 2a

Directions: In the columns below are some examples of creative expression of children and adults. Add as many more examples as you can to each column.

CREATIVITY IN CHILDREN	CREATIVITY IN ADULTS
1) A six-year-old tugging scraps of wood to help his older brothers build a tree house.	1) A mother concocting a new recipe for an economical meal.
2) A four-year-old setting a table for an imaginary party.	2) A mother making a child's dress.
3) A three-year-old making cities in the sand pile.	3) A scientist discovering a new medicine.
4) ______________________ ______________________ ______________________	4) ______________________ ______________________ ______________________
5) ______________________ ______________________ ______________________	5) ______________________ ______________________ ______________________
6) ______________________ ______________________ ______________________	6) ______________________ ______________________ ______________________
7) ______________________ ______________________ ______________________	7) ______________________ ______________________ ______________________
8) ______________________ ______________________ ______________________	8) ______________________ ______________________ ______________________

Worksheet 2b

2. **Questions**: (Representative answers are at the end of worksheet 2c.)

   1) In creative play, is the child a doer, taking command of a situation?

   2) Would this help develop leadership and confidence?

   3) In creative play, is the child a viewer sitting idly by and letting something happen to him?

   4) Why might creative play be helpful to a child's overall development?

3. **Directions**: Think about creative play of children, and then list traits common to a creative person. (Representative answers are at the end of worksheet 2c.)

   1)

   2)

   3)

   4)

Worksheet 2c

4. Discuss: Entire worksheet.

NOTES:

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Representative answers to number 2.

1) Yes 2) Yes 3) No

4) As well as creative play can develop leadership and confidence, it can increase a feeling of self-worth, which,as we have seen in the Helping Your Child Feel Worthwhile workshops,is vital to a child's entire development.

Representative answers to number 3.

1) Not afraid of change, willing to risk failure.
2) Not afraid to take action, not afraid to "rock the boat."
3) Not afraid of new experiences.
4) Sees new possibilities.

LEARNING AND ESSENTIALS OF CREATIVITY

Worksheet 3a

1. Directions: In the example on Worksheet 2a of the boys building a tree house, what were some of the things they were learning? (Representative answers are at the end of worksheet 3b.)

   1) ______________________________

   ____

   2) ______________________________

   ____

   3) ______________________________

   ____

   4) ______________________________

   ____

   5) ______________________________

   ____

   6) ______________________________

   ____

   7) ______________________________

   ____

   8) ______________________________

   ____

2. Directions: In the various examples of creative expression which we've talked about, list below what would make up the vital essentials of creativity. (Representative answers are at the end of worksheet 3b.)

   1) ______________________________

   2) ______________________________

   3) ______________________________

   4) ______________________________

Worksheet 3b

5) ______________________________

6) ______________________________

7) ______________________________

REMEMBER: ESSENTIALS OF CREATIVITY ARE ALSO STEPS TO LEARNING.

3. Discuss: Entire worksheet.

NOTES:

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Representative answers to number 1.

1) The boys building the tree house were independent.
2) They were setting up their own rules.
3) They were cooperating according to their own rules.
4) They were making their own decisions.
5) They were learning to work with various ages.
6) They were changing their decisions to reach an agreement (if necessary).
7) They were learning to share responsibility.
8) They were trying out adult roles.

Representative answers to number 2.

1) Awareness and observation. 2) Independence. 3) Curiosity.
4) Imagination. 5) Freedom to fail. 6) Making other observations.
7) Development of symbols.

LEARNING AND INGREDIENTS OF CREATIVITY

Worksheet 4

1. Directions: The chart below shows the steps to learning involved in creative play. Study this chart carefully. Then, using your own example of creative play in children, similarly analyze what the child might think. Follow the example shown in the first and second columns to the left. Then fill in your own answers in the right-hand column.

Example Working with clay		Your example ________________
Steps to learning	Child Thinks	Child Thinks
Awareness and Observation	"This is a piece of clay."	
Independence	"I can make something from this."	
Curiosity	"What shape can I make ?"	
Imagination	"I can make a dog."	
Freedom to fail	"It doesn't look like a dog."	
Making further Observations:	"The clay is smooth, can be shaped, has different colors, is soft." "I can shape it into a cup."	

2. Discuss: Entire worksheet.

STIFLING CREATIVITY OR KEEPING IT ALIVE

Worksheet 5a

1. Directions: Participants read or role play the following dialogues showing the ways in which we can stifle creativity in children.

Child: Mom, oh, Mom. Look at the pretty shapes the snowflakes make on the window!

Mother: I can't now. I'm too busy.

Your response: ____________________

____

____

Child: (Rushing in from school) Look what I brought to you--all these pretty leaves. Look, they're red, yellow, but some are brown. . . . What makes the leaves turn brown? Can you put these in a vase?

Parent: You ask too many questions. All they are doing is drying up and crumbling up on my clean floor. Just after I cleaned up for the party tonight, too!

Your response: ____________________

____

____

Mother: What a lot of junk you have in your room! What's this bent coat hanger for? Why are you saving that in your desk? And what is this mirror frame without a mirror in it? What in the world are you doing with these things?

Eight-year-old: Can't you see?... I've made a duck out of that coat hanger. Please let me keep it. And I use that mirror frame to draw squares around.

Mother: What an imagination you've got! You'd be a lot better off without it. At least you'd have a neater room.

Your response: ____________________

____

____

Worksheet 5b

Child: Mary says her mother always lets her make Christmas tree ornaments for the tree. Why can't I make some? I saw this receipe on "Magic, Magic Everywhere" this morning on TV. You just some flour and water and . . .

Mother: You know I want the tree to look perfect. You just wait till you're bigger.

Your response: ____

____

____

Son: Dad, how come you never use that paper holder I made for you in Cub Scouts? Jim's dad has his on his desk. What did you do with the one I gave you?

Father: Paper holder? I can't seem to remember anything like . . . . Oh, yes, that thing you brought home the other month made from a clothespin and some wood. That was clever. I remember, now. Well . . . . Let's see what I did with it.

Your response: ____

____

____

2. Directions: Change the dialogues above by writing a response of your own which would not stifle creativity.

3. Discuss: Entire worksheet.

NOTES:

HOW A PARENT CAN DEVELOP ESSENTIALS OF CREATIVITY AND LEARNING

Worksheet 6a

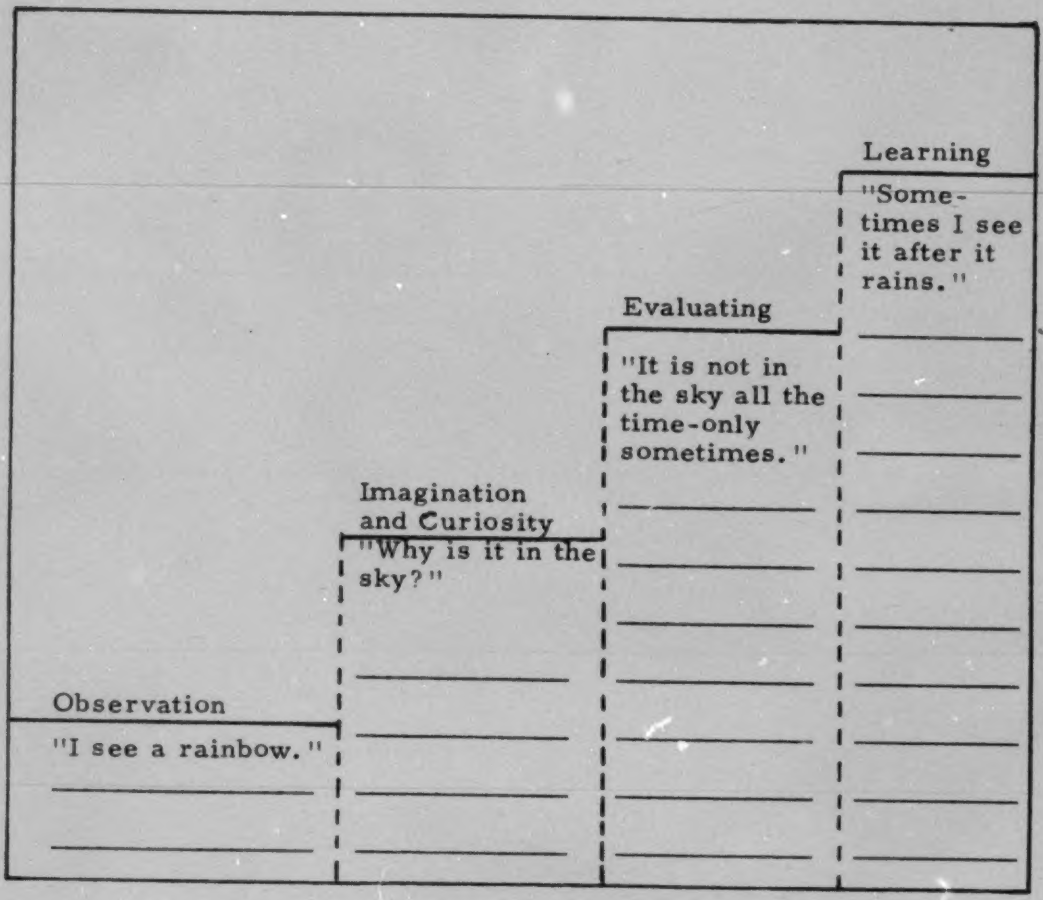
1. Directions: Read the examples in column B below. These show ways a parent can develop the essential ingredients of creativity and learning in a child. After reading this column, fill in column A with ways you will try to develop observation and curiosity in your child.

A	B
TO HELP DEVELOP OBSERVATION AND CURIOSITY	A PARENT CAN
I will try to:	1) Take time to answer a child's questions.
	2) Take time to ask him questions about school, about books he is reading, about his likes and dislikes.
	3) Take time to help him notice life around him. Help him notice the first budding leaves in the spring. Ask him how the snow feels on his face, what he would be thinking about if he were a bus driver, a school principal, a policeman.
	4) Take time to help him watch for new happenings in your neighborhood: a new roof on the house next door, a friend's garden, etc.
	5) Take time to play. After trips away from home, say, "Let's play the 'How Many Things Can You Remember?' game."
	6) Take time to play games at home. Play the "Close Your Eyes and Listen" game, each naming as many colors as you can remember seeing outside.

Worksheet 6b

2. Directions: Read the "REMEMBER" statement and chart below and then fill in the steps to learning with an example of your own.

REMEMBER: OBSERVATION IS THE FIRST STEP IN ANY LEARNING. HELPING DEVELOP IMAGINATION AND CURIOSITY IN A CHILD CAN LEAD TO LATER QUESTIONING, EVALUATING, AND LEARNING.



Observation

"I see a rainbow."

Imagination and Curiosity

"Why is it in the sky?"

Evaluating

"It is not in the sky all the time-only sometimes."

Learning

"Sometimes I see it after it rains."

REMEMBER: A CREATIVE CHILD HAS IMAGINATION.

Worksheet 6c

3. Directions: Read the following examples of things a parent can do to develop imagination in his child. Then list other things which a parent can do to develop imagination.

   1) Take time to ask question: "How many things do the ice crystals on the window remind you of?" "How many faces can you see in the clouds?" "What does the trail of smoke look like?"

   2) Tell him a familiar story. Ask him to make up a different ending.

   3) ____

   ____

   4) ____

   ____

   5) ____

   ____

   6) ____

   ____

> REMEMBER: CREATIVITY HELPS A CHILD BE INDEPENDENT.

4. Directions: Read the following examples of things a parent can do to develop independence in his child. Then list other things which a parent can do to develop independence.

   1) Let a child attempt things on his own.

   2) Don't expect perfection, or a child will be afraid to risk trying out new things.

   3) Don't make him afraid of failure by scolding at a mess he makes with paints or laughing at what he has made.

   4) ____

   ____

Worksheet 6d

5) ____

____

6) ____

____

5. Directions: Change the following words that discourage imagination, independence, and freedom to fail to words that encourage a child's imagination and independence and allow freedom to fail.

WORDS THAT DISCOURAGE	WORDS THAT ENCOURAGE
"Do as I say. Use these colors."	1) "Those colors are exciting."
"Stop asking questions!"	2) ____________________
"Let me do it. You take too long."	3) ____________________
"You might make a mistake."	4) ____________________
"That doesn't look like a tree."	5) ____________________

6. Discuss: Entire worksheet.

NOTES:

CONFORMITY AND CREATIVITY

Worksheet 7a

1. Directions: Consider this statement:

> It isn't easy to be different in a society which is a conforming society. A child wants to be liked, and as he gets older, being liked means conformity. He is afraid of "What the kids might say."*

2. Questions:

1) Do you agree with the above statement?

____

____

2) How does this wanting to conform affect the child's independence, imagination, and freedom to be himself?

____

____

____

3) What can you do as a parent to change this situation?

____

____

____

3. Directions: Role-play the following dialogues. Then write in a different response which might help a child "be himself."

1) A 13-year-old boy to his parent:

I really would rather read this poetry than play baseball.

Parent:

No wonder the boys call you "sissy."

Your response: ______________________________________

____

____

Worksheet 7b

2) A junior high school girl:

> We were suggesting mottoes for our class, and I suggested the one I read in your old class book. But when I said, "Let's use Noblesse Oblige--To the noble belong the (doing of) noble things," everyone laughed. Oh, it was just awful.

Parent:

> You should know by now not to come up with anything like that. You know the kind of people there are in your class. You're just asking for trouble. To them that's an old-fashioned motto.

Your response: ____

____

____

____

4. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 8

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator can list main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Decide on two things you will do to help develop observation, curiosity, imagination, and independence in your child. Write these below.

      (1)

      (2)

3. Discuss: Entire worksheet.

NOTES:

CREATIVITY--DON'T LET YOUR CHILD LOSE IT

Workshop II

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. What Can a Parent Give to Develop Creativity in His Child? a, b
2. What Can a Parent Give to Develop Creativity in His Child? a, b
3. What Can a Parent Give to Develop Creativity in His Child? a, b
4. Developing Awareness and Observation through Stimulating the Senses a, b, c
5. Creative Play that Develops the Senses a, b
6. Creative Activity that Develops the Senses a, b, c
7. "Resolved, As a Parent, I Will . . ." a, b
8. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at last workshop.

2. Discuss:

   * How many took extra time to help develop creativity in your child?

   * Do you consider this a worthwhile experience? Why or why not?

   * What is the main thing you remembered from last week's workshop?

   * What do you think is one of the main things a parent can give to foster creativity in a child?

3. Introduce: Creativity--Don't Let Your Child Lose It--Workshop II and goal of workshop: To give time, space and materials to help a child develop the vital ingredients of creativity and learning.

4. Present and do exercises: Worksheets 1 a, b--What Can a Parent Give to Develop Creativity in His Child?

5. Discuss:

   * What kinds of space can a parent give his child?

   * Can you think of ways this can be done?

6. Present and do exercises: Worksheets 2 a, b--What Can a Parent Give to Develop Creativity in His Child?

7. Discuss:

   * Besides time and space, what else can a parent give to further creativity?

8. Present and do exercises: Worksheets 3 a, b--What Can a Parent Give to Develop Creativity in His Child?

9. Discuss:

   * How can learning be stimulated by developing the child's senses?

   * Should we consciously take extra time to work at this, or do you think it should just "come naturally?"

10. Present and do exercises: Worksheets 4 a, b, c--Developing Awareness and Observation through Stimulating the Senses

11. Discuss:

    * What are some of the kinds of creative play your child enjoys?

    * How does this develop the senses?

12. Present and do exercises: Worksheets 5 a, b--Creative Play that Develops the Senses

13. Present and do exercises: Worksheets 6 a, b, c--Creative Activity that Develops the Senses

14. Present and do exercises: Worksheets 7 a, b--"Resolved, As a Parent, I Will. . ."

15. Present and do exercises: Worksheet 8--Draw Your Own Conclusions--Set Your Own Goals

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CREATIVITY--DON'T LET YOUR CHILD LOSE IT--II

WHAT CAN A PARENT GIVE TO DEVELOP CREATIVITY IN HIS CHILD*

Worksheet 1a

1. Directions: Study the right-hand column in the chart below showing ways in which a parent can give a child "time" to develop creativity. Then do the following in the space provided in the charts:

   1) WRITE specific things you can do to give your own child time to develop creativity.

   2) LIST useless activities which can be eliminated from his schedule.

> REMEMBER: A PARENT CAN FURNISH TIME AND INTEREST TO DEVELOP THE INGREDIENTS OF CREATIVITY--CURIOSITY, IMAGINATION, INDEPENDENCE AND THE STEPS TO LEARNING.

TO GIVE A CHILD TIME	A PARENT CAN
I CAN ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________	1) Give time by listening and asking questions to show interest in his projects. 2) Give your child time to be by himself to discover the world about him: to play in the sand, to discover how the wind feels against his face, to work in his room on a project of his very own. 3) Give your child time by avoiding over-regimentation. Don't pack his day too full of various activities.

Worksheet 1b

TO GIVE A CHILD TIME	A PARENT CAN
These things can be eliminated:	4) Good as activities might be, see that there is time left over for a child to pursue his own interests: collecting rocks or stamps, watching guppies in a bowl, "doing his own thing." 5) GIVE YOUR TIME TO GIVE HIM TIME. Show interest; help him with projects if he wishes; stimulate ideas for his use of time.

2. Discuss: Entire worksheet.

NOTES:

*See also Nancy Larrick, A Parent's Guide to Children's Education (New York, Simon and Schuster, Inc., 1966) pp. 90-92.

WHAT CAN A PARENT GIVE TO DEVELOP CREATIVITY IN HIS CHILD?

Worksheet 2a

1. Directions: Study the right-hand column in the charts which follow showing ways a parent can provide space for his child to develop creative activities. Then do the following in the left hand column of the chart.

   1) List specific things you can do to furnish physical space for your child.

   2) List specific things you can do to furnish mental space for your child.

> REMEMBER: A PARENT CAN FURNISH SPACE--BOTH PHYSICAL AND MENTAL--TO DEVELOP CREATIVITY IN HIS CHILD.

TO GIVE A CHILD SPACE (PHYSICAL)	A PARENT CAN
I can ______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________	Provide some space for a child's own possessions. If he shares a room, he can still have privacy: 1) Create a divider from shelves or by using a furniture arrangement to give a feeling of "separateness." 2) Attach a pegboard with hooks on the back of a door or wall for the child's own use. 3) Use inexpensive cardboard storage boxes or plastic tubs which can fit under a bed to store a child's belongings.

Worksheet 2b

TO GIVE A CHILD SPACE (MENTAL)	A PARENT CAN
I can ____________________ ____________________ ____________________ ____________________ ____________________ ____________________	1) Allow time for a child to be free to be himself--a time for daydreaming and imagining and planning and wondering. A time for "spinning out" helps make for good mental health.

2. Discuss: Entire worksheet.

NOTES:

WHAT CAN A PARENT GIVE TO DEVELOP CREATIVITY IN HIS CHILD?

Worksheet 3a

1. Directions: In column A on the following page is a list of materials which a parent can easily furnish a child. In column B are possible creative uses of materials. Draw a line from materials in column A to anything in column B which could be made from the materials. (See example.)

Worksheet 3b

MATERIALS (A)	POSSIBLE USES (B)
Milk cartons	Drums
Cardboard food containers	Used with spring clothespin to apply paint
Old pans and pots	
Flashlight	Use to paint on
Old books	Jewelry containers
Fruit crates	For playing house
Tongue depressors	Wheels for cars
Egg cartons	Beating soap bubbles
Coffee cans	Paint containers
Oatmeal boxes	Toy x-ray device
Pipe cleaners	Cut-up, can be used for stuffing animals, etc.
Typewriter ribbon spools	For space designs
Wooden spools	For pictures you can feel
Milk cartons	For setting up a library
Eggbeater	For making a post office
Margarine containers	As a base for a clock face
Nylons	For making puppets
Old newspapers	Building cities and towns
Window shades	For tents, curtains for puppet theater
Pieces of yarn, lace	
Plastic tops of coffee cans	A puppet stage
Old shoe bags and envelopes	For building shelves, doll houses
Stockings, gloves, etc.	For smoothing clay

DEVELOPING AWARENESS AND OBSERVATION THROUGH STIMULATING THE SENSES

Worksheet 4a

1. Directions: Study the charts below showing ways by which a parent can help develop awareness and observation through stimulating the senses. Then follow the directions given in the left hand column of each chart.

> REMEMBER: AWARENESS AND OBSERVATION ARE THE FIRST STEPS IN LEARNING.

TO DEVELOP THE SENSE OF HEARING	A PARENT CAN
1) Directions: In the space below, list ideas of your own which can develop a child's sense of hearing. ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________	1) Sing to the child, not just when rocking the child to sleep. 2) Give him spoons and a pasteboard box--a toddler can beat rhythm with these. 3) Play listening games. Crumble a sheet of paper, aluminum foil, rub sandpaper on a block of wood. Have your child guess what he hears.

TO DEVELOP THE SENSE OF SMELL	A PARENT CAN
2) Directions: In the space below, list ideas of your own which can develop a child's sense of smell. ______________________________ ______________________________ ______________________________ ______________________________	1) Take time to help him notice the various scents of flowers, of weeds, of vegetable leaves, of common spices around the house--coffee, sugar, pepper, salt, etc. 2) Play a game: blindfold your child and have him guess any of the above.

Worksheet 4b

TO DEVELOP THE SENSE OF TASTING	A PARENT CAN
3) Directions: In the space below, list ideas of your own which can develop a child's sense of tasting. ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________	1) Remember that one of the child's earliest experiences is tasting. He puts everything in his mouth as he is discovering the world around him. 2) When your child is able to talk, ask him to describe what he is tasting.

TO DEVELOP THE SENSE OF SIGHT	A PARENT CAN
4) Directions: In the space below, list activities you can do with your child to develop the sense of sight. ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________ ______________________________	1) Go through magazines with your child and call attention to pictures of objects familiar to him. 2) Whether walking to the store or taking a trip with your child, discuss various sights along the way: the changing leaves in the fall, the budding flowers in the spring, etc. 3) When you return home, play games with your child, asking,"How many things which we saw can you name ?"

Worksheet 4c

TO DEVELOP THE SENSE OF TOUCH	A PARENT CAN
5) Directions: In the space below, list activities you can do with your child to develop the sense of touch. ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________	1) Have your child crumple up different types of paper (aluminum foil, tissue paper, paper towels, etc.) to feel the different textures. 2) Talk about the "feel" of different objects: the hard wood table, the smooth cool glass, the soft fuzzy mittens. 3) Blindfold the child and have him identify various objects by touch alone: a button, a piece of fabric, various size coins, etc.

2. Discuss: Entire worksheet.

NOTES:

CREATIVE PLAY THAT DEVELOPS THE SENSES

Worksheet 5a

1. Directions: In column A in the diagrams below, list the senses which are developed through the following examples of creative play.

A PUPPETS	B ARE HELPFUL, FOR THEY
Senses Developed	1) Give a shy child confidence. 2) Allow for participation with other children and for "getting along with them" if several children present a puppet play. 3) Allow a child to act out feelings. 4) Can be easily made from materials around the home. (1) A stick with a cut-out figure pasted to it around which simple clothing is wrapped. (2) A stocking with a face sewn on the foot. This stocking puppet (or a glove puppet) can be easily manipulated with the hand. (3) A paper sack with a face drawn on it and a hole cut out of the sides. Fingers placed through the holes become a puppet's arms.

Worksheet 5b

A PLAYS	B ARE HELPFUL FOR A CHILD
Senses Developed ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________	1) He learns to receive appreciation from others. 2) He participates with various ages of children. (For example, a younger child can act out a story read to him by an older child.) 3) He develops confidence. 4) He can "try out" different life experiences through different roles.

2. Discuss: Entire worksheet.

NOTES:

CREATIVE ACTIVITY DEVELOPS THE SENSES

Worksheet 6a

1. Directions: These worksheets give examples of "making things" and of creative activity that develops the senses. Read the charts which follow and underline any activity which you would like to share with your child.

> REMEMBER: MAKING THINGS CAN GIVE A CHILD CONFIDENCE.

MAKING THINGS	CAN GIVE A CHILD CONFIDENCE AND BOOST HIS SELF-ESTEEM
From blocks and wooden boxes	Houses, garages, airports, shopping centers, etc.
In sand	For building cities or lakeside retreats. (A small bowl and water becomes a lake.)
From wood	A "memo minder" from wood to which a spring clothespin is attached; a napkin holder from small pieces of wood to which upright dowels are attached; a boat, airplanes, treehouses, clubhouses.
From old magazines	Pictures can be cut out to make a book of his own. This can stimulate the child's imagination. Give your child a title for his book, and have him illustrate it with pictures. Titles can be: "Things I Like," "All About Me," "Foods I Like," "I Would Like These People for Friends," "A House I Would Like to Have." An older child can write his own story to accompany the pictures.

Worksheet 6b

REMEMBER: MUSIC HAS A GREAT POWER TO SOOTHE, COMFORT, AND CHANGE FEELINGS. CENTURIES AGO, A POET SAID, "MUSIC HAS POWER TO SOOTHE THE SAVAGE BEAST/TO SOFTEN ROCKS, OR BIND A KNOTTED OAK." From infancy on, make music part of his life.	1) As you sing simple nursery rhymes, have him tap out the rhythm. 2) Play a game: Clap out rhythms for simple nursery rhymes and have the child guess the song. Example: "Mary had a little lamb, little lamb, little, etc."
From pieces of lace, yarn string, wire, seeds, pieces of bark, fabric, artificial leaves, and construction paper or cardboard, old shingles or weathered wood.	Make a "picture you feel." This picture can illustrate a song you sing, some character or place from a book he is reading, or any idea of his own. To help him get started, work on a project of your own. Select materials and arrange them on a base to form a picture. As he watches you and makes his design, he can paste it to paper, cardboard or a wooden base.
From clay for a base and dried plants, sea shells and colored gravel.	Make a "space design." Arrange the small dried plants for trees, set in the clay placed in a sea shell. Cover with colored gravel or small shells.

Worksheet 6c

Through painting	A child can express how he feels. Suggest to him that he can: 1) Paint the way he feels inside. This shows you respect his feelings. 2) Paint what he would like to be when he grows up. 3) Paint sounds--fire siren, car on the street, thunder. 4) Paint what he would like to have if wishes could come true. 5) Paint the way he feels about a certain happening, --a storm, rain, wind on the awnings, lightning in the sky.

2. Discuss: Entire worksheet.

NOTES:

"RESOLVED, AS A PARENT, I WILL. . ."

Worksheet 7a

1. Directions: Participants read "Resolved, As a Parent, I Will . . . aloud and in unison. Attempt to memorize the underlined sentences and absorb their message.

. AS A PARENT, I WILL TAKE TIME TO HELP MY CHILD DEVELOP AN AWARENESS OF THE WORLD ABOUT HIM. I WILL TAKE TIME TO ENCOURAGE MY CHILD TO LISTEN, TO FEEL, TO SEE, TO SMELL, TO TASTE--TO LEARN NEW THINGS THROUGH HIS SENSES. I WILL OFFER HIM AS MANY NEW EXPERIENCES AS I CAN SO THAT HE CAN KNOW MORE OF THE WORLD IN WHICH HE LIVES. I WILL REMEMBER THAT BY HELPING HIM DEVELOP AN AWARENESS OF THE WORLD ABOUT HIM AND OFFERING EXPERIENCES,I AM HELPING PROVIDE A BROAD BASE FOR HIS LIFETIME LEARNING. I WILL TRY TO REMEMBER THAT IN SO DOING, I AM HELPING DEVELOP POSITIVE SELF-ESTEEM, THAT I AM HELPING HIM KNOW HIMSELF FURTHER, THAT I AM HELPING HIM GROW EMOTIONALLY AND MENTALLY.

2. Directions: Write the answers to the following:

   1) Does the above resolution demand much from parents?

   ____

   2) What could be the result if we sincerely put the resolution into practice?

   ____

   ____

   3) Would these results be worth the effort involved?

   ____

CREATIVITY--DON'T LET YOUR CHILD LOSE IT

Workshop III

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Learning Through the Senses a, b, c
2. Experiences and Learning a, b, c
3. Experiences, New Associations, and Learning a, b
4. "Not So Long Ago . . ." a, b, c, d, e, f
5. Agree-Disagree Statements
6. Do's and Dont's in Developing Creativity a, b
7. Draw Your Own Conclusions--Set Your Own Goals References

Plan:

1. Review: Principles covered at the last workshop.
2. Discuss:

   * How many read "As a Parent, I Will . . .", which was in last week's workshop, once a day? What effect did it have on your activity with your child?

   * What was the most creative learning experience you shared with your child during the last week? Was this something you had done before or was this something new? What was your reaction? What was your child's reaction?

   * How many tried to stimulate your child's learning through stimulating the senses?

3. Introduce: Creativity--Don't Let Your Child Lose It--Workshop III and goal of the workshop: To present your child with as many experiences as possible which will result in new associations and further learning.
4. Discuss:

   * What are some of the associations the following words bring to mind: glass, grass, lake, trees?

   * What kind of learning can come from experiences and the new associations these bring to mind?

5. Present and do exercises: Worksheets 1 a, b, c--Learning Through the Senses

6. Present and do exercises: Worksheets 2 a, b, c--Experiences and Learning

7. Present and do exercises: Worksheets 3 a, b--Experiences, New Associations, and Learning

8. Present and do exercises: Worksheets 4 a, b, c, d, e, f--"Not so Long Ago . . ."

9. Present and do exercises: Worksheet 5--Agree-Disagree Statements

10. Present and do exercises: Worksheets 6 a, b--Do's and Dont's in Developing Creativity

11. Present and do exercises: Worksheet 7--Draw Your Own Conclusions--Set Your Own Goals

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CREATIVITY--DON'T LET YOUR CHILD LOSE IT--III

LEARNING THROUGH THE SENSES

Worksheet 1a

1. Directions: Read the four-line verse below and answer the following questions. (Representative answers can be checked with those on the bottom of worksheet 1b.)

> "PLEASE DON'T WEAR BLINDFOLDS ON YOUR EYES,
> BUT SEE THE WORLD--THE PINK-FILLED SKIES,
> THE RIVER'S RUSH, THE BIRD THAT FLIES--
> AND HEAR IT CALL, 'SURPRISE...SURPRISE!'"

1) What is the overall message of the lines?

____

____

____

2) What does this have to do with what we learned about creativity?

____

____

____

3) What does this have to do with learning?

____

____

____

4) To help a child see the wonder of the world about, what is required of you as a parent?

____

____

5) What senses are stimulated in the four lines above?

____

____

Worksheet 1b

REMEMBER: DEVELOPING AWARENESS THROUGH THE SENSES IS IMPORTANT IN LEARNING. THIS AWARENESS NEEDS ENCOURAGEMENT. GIVE YOUR TIME TO HELP YOUR CHILD KNOW A VARIETY OF EXPERIENCES.

2. Directions: What senses are stimulated by offering a child a glob of clay or play dough, finger paints, or by playing a guessing game of "How many things can I do with this piece of aluminum foil?" List your answers in the following columns:

CLAY	FINGER PAINTS	ALUMINUM FOIL

3. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 1.

1) Really look at the world around and be aware of the things which we often take for granted.
2) Doing this helps develop observation, curiosity, imagination--ingredients of creativity.
3) Developing these "ingredients" of creativity is also developing learning.
4) Time and the ability to realize familiar things can be seen in a fresh light.
5) Sight, sound.

Worksheet 1c

****

Representative answers to number 2.

Clay: touch, sight, smell

Finger paints: touch, sight, smell

Aluminum foil: touch, hearing, sight

EXPERIENCES AND LEARNING

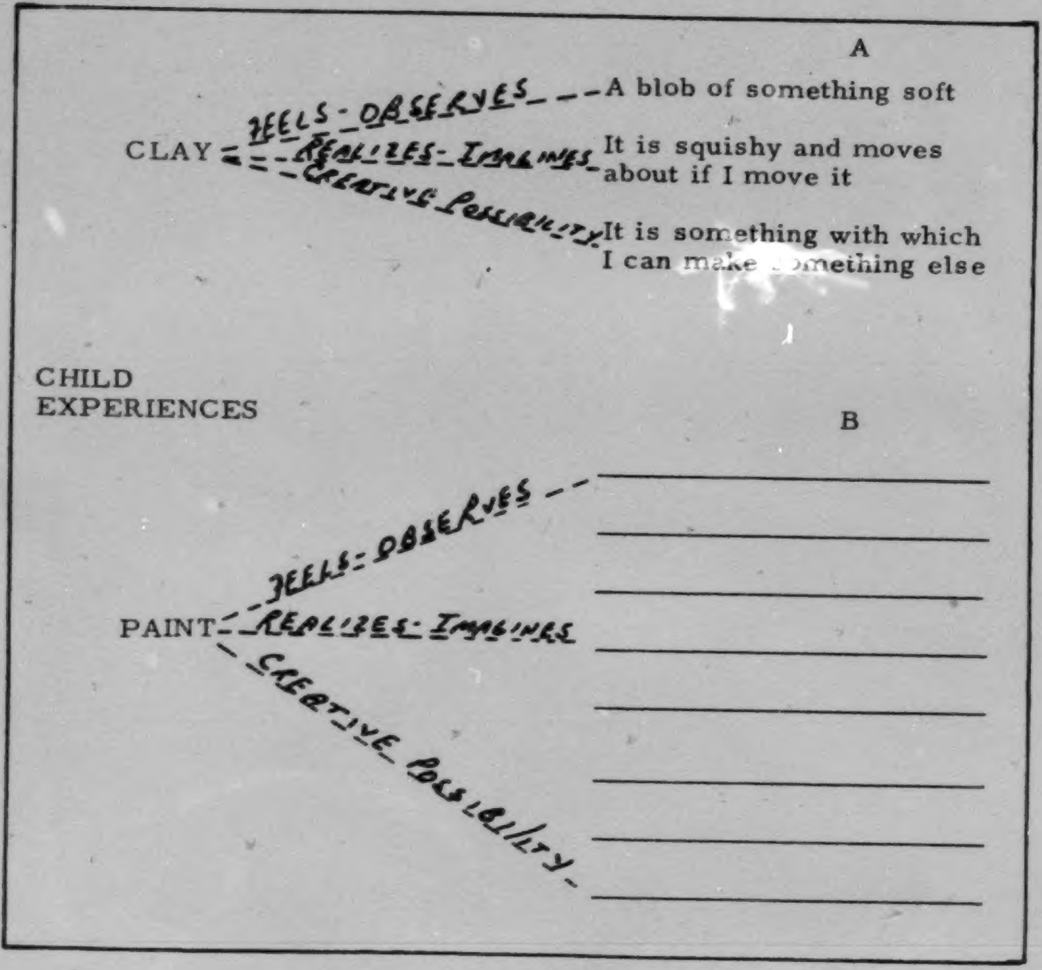
Worksheet 2a

1. Directions:

1) Study section A in the chart below which shows how new associations and learning can come with a child's creative play. (Here clay is used as an example of materials a child can use.)

2) Following this example, complete section B to show the results which can occur with a child's use of paints.

3) Read the "REMEMBER" statements on worksheet 2b as a background to this worksheet.



A

CLAY

FEELS - OBSERVES --- A blob of something soft

REALIZES - IMAGINES - It is squishy and moves about if I move it

CREATIVE POSSIBILITY It is something with which I can make something else

CHILD EXPERIENCES

B

PAINT

FEELS - OBSERVES -- ________________

____

____

REALIZES - IMAGINES ________________

____

____

____

CREATIVE POSSIBILITY - ________________

Worksheet 2b

REMEMBER: WITH A VARIETY OF SYMBOLS (WORDS) AND NEW ASSOCIATIONS ACCUMULATED IN HIS MINDS, A CHILD CAN THINK AND REACH OUT AND WONDER. HE CAN DEVELOP A BASE FOR FUTURE LEARNING.

REMEMBER: THOUGHTS GROW FROM THOUGHTS. VOCABULARY GROWS WITH WORDS AND ASSOCIATIONS THAT DEVELOP FROM EXPERIENCES.

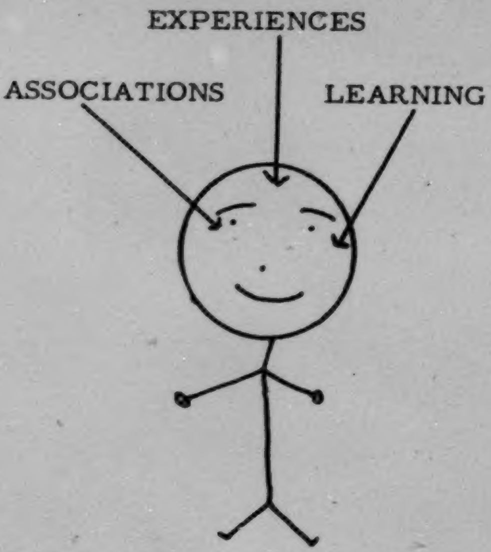
REMEMBER: REPEATED EXPERIENCES ARE AN AID TO A CHILD'S READING PROGRESS. HE RELATES WHAT HE READS TO WHAT HE KNOWS.

2. Read the chart below showing how a child's mind can be filled with experiences. After studying the chart, write a "REMEMBER" statement in the box on worksheet 2c.

LEARNING COMES FROM:

1) Observation and awareness
2) New associations resulting from experience
3) Communication

HELP FILL YOUR CHILD'S MIND WITH A TREASURY OF EXPERIENCES AND LEARNING.



Worksheet 2c

REMEMBER:

3. **Question:** What relationship is there between the message in the chart on worksheet 2b and the child's self-esteem? (Representative answer is below.)

____

____

____

____

4. **Discuss:** Entire worksheet.

NOTES:

****

Representative answer to number 3.

Experiences which result in learning help give a child confidence.

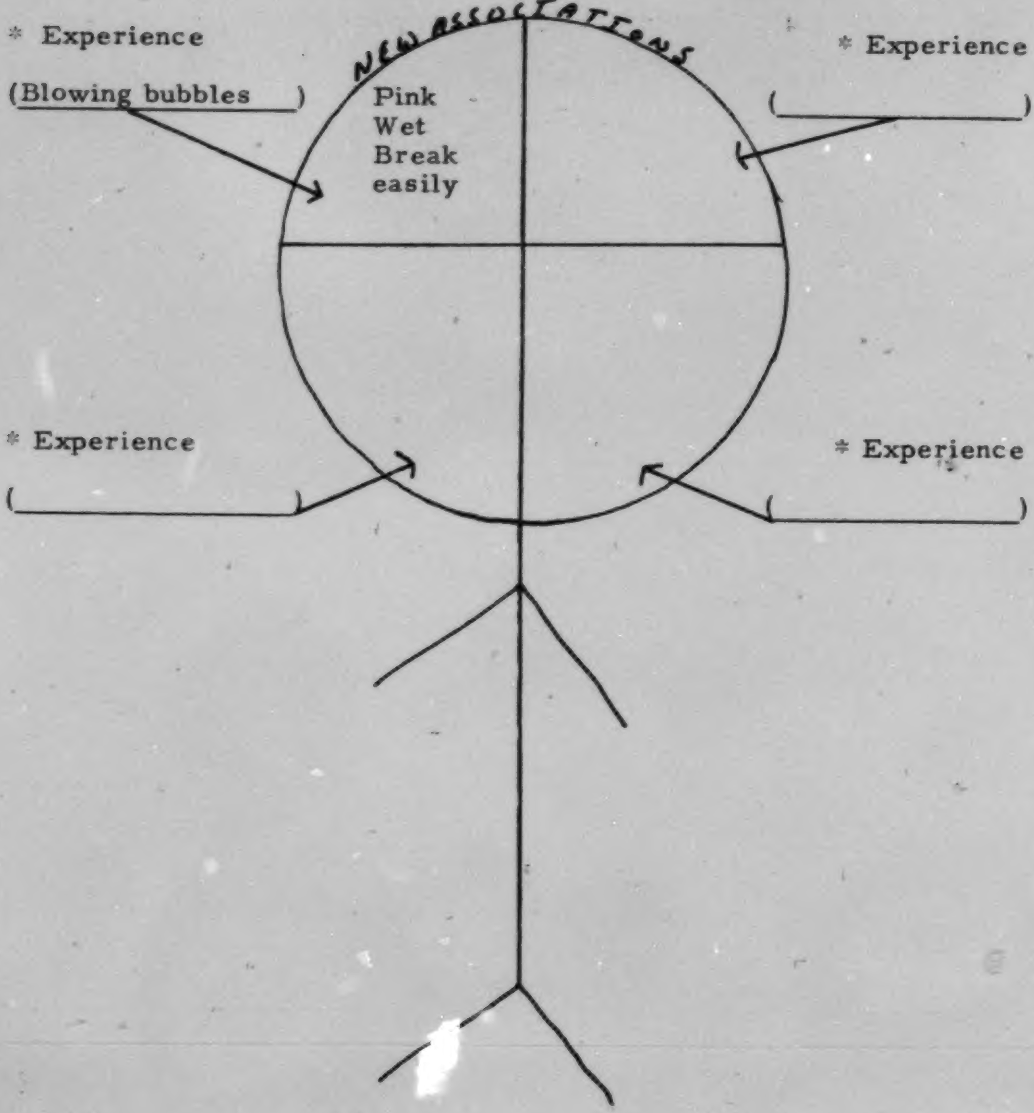
Experiences and learning make a child more sure of himself. The way he feels about himself will influence his entire life.

EXPERIENCES, NEW ASSOCIATIONS, AND LEARNING

Worksheet 3a

1. **Directions**: In the diagram below, list experiences you might share with your child. Use the space provided. Then FILL THE CHILD'S MIND WITH NEW ASSOCIATIONS AND LEARNING RESULTING FROM THESE EXPERIENCES. (Follow the example shown in the diagram. Example: Experience--blowing bubbles. New associations from this experience--they are wet, pink, they break easily, etc.)

FILL A CHILD'S MIND



* Experience
(Blowing bubbles)
NEW ASSOCIATIONS
Pink
Wet
Break
easily
* Experience
( )
* Experience
( )
* Experience
( )

FLC: 220

Worksheet 3b

2. Question: Choose one "experience" from worksheet 3a. How does this stimulate further awareness, observation, further questioning, evaluating and further learning? (Representative answer is at the end of this worksheet.)

____

____

____

____

3. Discuss: Entire worksheet.

NOTES:

****

Representative answer to number 2.

Taking the example of blowing bubbles, a child is aware that they are colorful, wet, and break easily. He observes this, and this can lead him to wonder why they are colorful and why they break easily. He can evaluate and judge that he can, to some extent, control their size, that he can break the bubbles or let them rest on his hand if he is careful.

He has now experienced and learned a variety of new information. He can also observe that the bubbles are the color of the sky, that they are various shapes, etc.

NOT SO LONG AGO . . .

Worksheet 4a

1. Directions: Participants read this silently or aloud, underlining each creative learning experience.

****

Not so long ago, all of us lived in the same land . . . a magic land called CHILDHOOD. Whatever our age, it was really not so long ago, for we can live there again as quickly as a moment, as swiftly as it takes us to pause awhile . . . and remember . . . .

Not so long ago, the pebbles of gravel in the lane to my home were precious jewels to collect and treasure in my room--slightly worn crystal, emerald flashed with yellow, red rubies. And I didn't mind if the diamonds were chipped and slightly grey. Yellow dandelions in the grass were woven into golden crowns to wear as a princess, and wild pink roses along the road were tight bouquets to bring to a busy mother. Dandelions, too, were white puff balls we could scatter to the winds with a single breath. Not so long ago, I was powerful and free.

Not so long ago, a bare piece of earth became a miniature golf course. Tin cans sunk in the ground caught balls, and bridges made from scraps of wood set over dug-out dirt were intricate pathways. Nearby the pathways was a cemetery, and I wonder now, "Is my china doll still buried in the shoe box under the apple tree?" Apple blossoms softened the funeral for a broken doll and a little girl's broken heart.

Worksheet 4b

In the magic land of yesterday, a scrap of velvet became a princess robe for a doll because a mother took the time to catch a daughter's dream. And a real doll house could be made from a cardboard box--cut just right. I was mistress of a whole home of my own which a young brother and I scoured from an unused farm building Dad gave us. In this playhouse, sometimes I was a mother and made the bed and set the table for a various family of dolls. Sometimes I was a teacher teaching a young brother poetry. And, sometimes, yesterday, I was a circus star.

I was a star performer as my mother sat on the sidewalk on a summer night and watched me stand on my hands, do backbends and somersaults. I learned to hang by my knees on the first brace of the windmill, and developed my own act on a practice rod Dad set between two trees in the grove behind the house. Then, I read Physical Culture magazines in a small town drug store and lived a life in an imaginary circus thousands of miles away--in my own mind.

Not so long ago, the grassy yard was a first school where a mother taught a child to read. And, not so long ago, that child was a movie star. I collected the faces of the actors and actresses on the covers of five-cent tablets. And as I pencilled in my days on the grey paper, I was joining the stars in their various roles in places far removed from an Iowa farm. Not so long ago, I reached for the moon.

Worksheet 4c

Sometimes, too, I was a roller skating champion, practicing on the slick surface of a haymow cleaned on the upper floor of a barn. Not so long ago, I could be anybody I wanted to be.

That was the time of summer nights and hide-go-seek and run-sheep-run. It was winter when icy fortresses were carved out of snow drifts piled beyond the house. It was trips to my cousins where we built whole cities of packs of cards and rivalled one another to see whose town would last the longest.

Not so long ago, the woods were made to explore and wonder at. Woods carpeted with violets and plants so thick one could dig up boxfulls to plant around the curved sidewalk and watch grow. In the autumn we collected the jewelled leaves and tucked them behind picture frames in the dining room where they could last as long as we wanted them to. The dining room then was our own art gallery displaying the art work older brothers and I brought home from school. And what we created became part of the lives of our parents and relatives for a long time.

Not so long ago, I was a dreamer in a fairyland of my own, a green retreat Mom and Dad said could be mine--a very special corner of a grape-arbored garden.

Dad cut a barrel in half and set it in the ground. And I sat on a bench created from a table leaf and two logs--and watched two golden fish flash in and out of water lilies I carefully "planted." Under a hot summer sun, I watched a busy

Worksheet 4d

mother on her hands and knees lay out a 30-foot rock path leading to this private nook of my own. And I could walk down this path, I could be myself--and dream.

Not so long ago, I was a dreamer and reached for the moon. "Why do I continue reaching?" I ask myself. But I really know the answer. The moon is closer now, because someone helped me . . . as I first held my hands out to the sky--not so long ago.

****

2. Questions: (Representative answers are on worksheets 4e and 4f.)

1) In the selection above, what did the parents give to develop creativity?

____

____

2) What vital essentials of creativity were developed in the child?

____

____

____

____

____

____

____

3) Do you think these experiences added to the child's self-esteem?

____

____

Worksheet 4e

4) Why?

3. **Discuss:** Entire worksheet.

NOTES:

****

Representative answers.

1) Time--to spend with the child, to show an interest in her dreams. Space and materials needed for the child's dreams.

Worksheet 4f

2) **Awareness and observation, curiosity, imagination, freedom to fail.**

Awareness and observation of the world about: pebbles of gravel, wild pink roses, dandelions, bare earth, apple trees, scrap of velvet, cardboard box, windmill, trees, snow drifts, woods, grape-arbored garden, etc.

Curiosity and imagination: What new possibilities did the child see? Gravel--precious jewels; roses--tight bouquets; dandelions--puff balls; bare earth--miniature golf course; apple tree--site for burial of a doll; scrap of velvet--doll's dress; cardboard box--doll's house; windmill and trees--to practice "circus" acts; snow drifts--icy fortresses; woods--to explore and wonder at; grape-arbored garden--green retreat.

Freedom to fail: the child showed she felt a complete freedom to explore new ideas, to keep trying new ventures, to pursue new visions.

3) Yes

4) The child could feel she was valued because of the interest her parents showed in her activities. She developed confidence in seeing her ideas develop, in seeing she could make something new from everyday things around her, in feeling the excitement of "creativity." Because her ideas were not stifled, she also had the added feeling of being worthwhile.

Self-esteem was boosted, then, in a variety of ways, including the "reflection" her parents gave to her and in the satisfaction of being able to realize both the "process and product" of creativity. (See Creativity Workshop I, worksheet 1a.)

AGREE-DISAGREE STATEMENTS

Worksheet 5

1. Directions: Read each statement. Circle either "A" if you agree or "D" if you disagree with each statement. Then work in pairs and do the same thing. If you cannot come to an agreement, change the wording in any statement so that you can possibly come to an agreement with it.

A D 1) The creative child is a highly artistic child.

A D 2) Development of the senses comes as naturally to one child as to another.

A D 3) It is equally important for a child to have an immaculate, neat room with nothing out of place as it is to have a room in which he saves junk.

A D 4) All children are creative.

A D 5) The process (actual doing) in creativity is more important than the product (what is created).

A D 6) It is the role of the school to further creativity in the child.

A D 7) Acquiring skills and bodies of knowledge is more important than individual fulfillment gained through creative processes.

A D 8) A non-imaginative parent cannot help a child develop creativity.

A D 9) A child who paints a picture which we "understand" is more creative than a child who paints something we don't understand.

A D 10) A child can learn without being in any way creative.

2. Discuss: Entire worksheet.

NOTES:

DO'S AND DONT'S IN DEVELOPING CREATIVITY

Worksheet 6a

1. Directions: From the material in the preceding workshops on creativity, list things you as a parent can do in column A. In column B, list things which you should not do if you want your child to learn through creative experiences.

A

1) ____________________
____

2) ____________________
____

3) ____________________
____

4) ____________________
____

5) ____________________
____

6) ____________________
____

7) ____________________
____

8) ____________________
____

9) ____________________
____

10) ____________________
____

B

1) ____________________
____

2) ____________________
____

3) ____________________
____

4) ____________________
____

5) ____________________
____

6) ____________________
____

7) ____________________
____

8) ____________________
____

9) ____________________
____

10) ____________________
____

Worksheet 6b

2. **Directions:** The following list contains things a parent should do and should not do if he wishes to develop creativity in a child. Study each statement and place it under the proper heading--What A Parent Should Do, column A, or What A Parent Should Not Do, column B.

1) Suggest that your child should make something exactly as you made it.
2) Give him only 15-20 minutes of time for a creative project.
3) Question the child as to everything he is working on.
4) Constantly suggest changes he should make.
5) Fill his day so full that he has no time of his own.
6) If you like something he makes, tell him.
7) Avoid scolding if he makes a mess. Prepare for this ahead of time by giving him a space where a mess doesn't matter.
8) Have him copy a picture from a coloring book.
9) Avoid telling him what to make.

SHOULD DO A	SHOULD NOT DO B
1) ____________________	1) ____________________
2) ____________________	2) ____________________
3) ____________________	3) ____________________
4) ____________________	4) ____________________
5) ____________________	5) ____________________

3. **Discuss:** Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 7

1. Directions: Participants form teams. In four minutes, each team list, in the space below, the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

    1) Read the following lines to your child. Try to memorize them to help you remember that helping your child develop observation, curiosity and imagination is helping him for life:

    > "PLEASE DON'T WEAR BLINDFOLDS ON YOUR EYES,
    > BUT SEE THE WORLD--THE PINK-FILLED SKIES,
    > THE RIVER'S RUSH, THE BIRD THAT FLIES--
    > AND HEAR IT CALL, 'SURPRISE...SURPRISE!'"

    2) Present two new experiences to your child to help him develop new associations and further learning.

    3) Underline the portions of the above goals which you will adopt.

3. Discuss: Entire worksheet.

NOTES:

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WORDS TO USE:
LANGUAGE AND A CHILD'S INTELLECTUAL DEVELOPMENT

I

NOTE TO WORKSHOP PARTICIPANTS: The concepts in Words to Use: Language and a Child's Intellectual Development-I focus upon developing the use of language from infancy through pre-school years. Because of this, it is possible that parents of older children might at first be hesitant to participate in this workshop.

If this is the case, the following is suggested for those parents:

(1) To form a group of their own during this time, listing all activities in which they engaged with their young children which helped develop language skills. This list can then be discussed with the overall group and can serve as a help to all members.

(2) To go through the workshop with the entire group, noting those activities which they had not engaged in but which they think might have been particularly helpful.

WORDS TO USE:
LANGUAGE AND A CHILD'S INTELLECTUAL DEVELOPMENT

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Begin at the Beginning a, b, c
2. What Do You Do With a Nursery Rhyme? a, b
3. Fun and Games--and Words a, b
4. "Baby Talk" or "Daddy?"
5. Helping Your Child Become Aware of Letters and Sounds a, b
6. Helping Your Child Become Aware of Written Words a, b
7. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at the last workshop.
2. Discuss:
   - * What experiences resulted from last week's workshop?
   - * What does creativity have to do with self-concept?
   - * Why does helping a child in his use of words become a creative experience for both parent and child?
3. Introduce: Words To Use: Language and a Child's Intellectual Development workshop series and goal of the series: To help develop a child's intelligence through developing his use of language.
4. Introduce: Workshop I and goal of this workshop: To practice methods which will help young children become aware of sounds and written words.
5. Present and do exercises: Worksheets 1 a, b, c--Begin at the Beginning
6. Discuss:
   - * How do singing lullabies and saying nursery rhymes help a child in the use of words?

7. Present and do exercises: Worksheets 2 a, b--What Do You Do With a Nursery Rhyme?

8. Discuss:

   * Who would like to share any method he uses to help a child in the use of words?

   * Does anyone have a word game he uses or has used with his children to boost their use of words?

9. Present and do exercises: Worksheets 3 a, b--Fun and Games--and Words

10. Discuss:

    * What is your opinion about using "baby talk" with your child?

    * Have you ever known any older child who did not outgrow some "baby talk" words?

11. Present and do exercises: Worksheets 4 a, b--"Baby Talk" or "Daddy?"

12. Present and do exercises: Worksheets 5 a, b--Helping Your Child Become Aware of Letters and Sounds

13. Discuss:

    * How does (or how did) your child become aware of written language? Do you (or did you) consciously try to boost this awareness?

14. Present and do exercises: Worksheets 6 a, b--Helping Your Child Become Aware of Written Words

15. Present and do exercises: Worksheet 7--Draw Your Own Conclusions--Set Your Own Goals

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WORDS TO USE:
LANGUAGE AND A CHILD'S INTELLECTUAL DEVELOPMENT--I

BEGIN AT THE BEGINNING

Worksheet 1a

1. Directions: Read the following paragraph in which certain key words are missing. As you read the paragraph, try to supply the key words, keeping in mind the goal of this workshop: to practice methods of developing language awareness in your children. After trying to complete the paragraph using words of your own, do the same thing by choosing the key words from the list of words that follow the paragraph.

How an ____________________ is talked to helps give the

__________________ one of his first __________________ of

himself. As we first hold him, rock him, cuddle him

and love him, from our very first ____________________

of him, he picks up from the ________________________

of our __________________________ and from non-verbal

cues and the ____________________ that goes with them, a

first ___________________ of "I do count," "I am somebody."

(Pictures, baby, handling, infant, voice, talk, impression, sound)

2. Directions: Read the following ways of "handling a child." After reading each, ask yourself: "Which of the examples would contribute more to his development?" Write This before the example which would contribute more fully to his development. Write Not This before an example which would not contribute as fully to his development. (Answers are at the end of worksheet lc.)

______________ Propping up a bottle with a pillow while we go on to other tasks.

______________ Picking up our baby, holding him close, and talking to him as we are feeding him. (This talk, of course, does not have to be constant, for we often are also engaged in talking with family members at the same time.)

Worksheet 1b

____________ As he is older and awake more, taking time often to talk to him, laughing with him, letting him see he counts as an individual.

____________ Putting him in his crib between feedings and giving him little or no attention; and later putting him in a play pen and giving him little or no attention.

____________ Rocking or just holding him while singing or saying nursery rhymes or poetry, such as "Rock-a-bye-Baby" or

"Wynken, Blynken and Nod one night
Sailed off in a wooden shoe
Sailed on a river of crystal light
Into a sea of dew."

____________ Thinking that the young child will not know what you're saying anyway, and that it makes no difference if you spend only the minimum time with him.

____________ Talking to the baby while dressing him, bathing him, and the like, as if he could really understand the meaning behind each word, saying things such as:

"Now, you're nice and clean."
"There, doesn't that feel better?"
"I know you want that wet diaper off."
"Momma loves you."

____________ Thinking that a young infant can't understand your words anyway, planning other activities, and letting your mind dwell on other ideas and far-removed plans.

____________ Watching your favorite soap opera or reading the paper while absentmindedly feeding him--not saying anything at all to your child.

____________ Telling him, "This is your cereal," or "Here are your carrots," and using specific words to describe the situation he is involved in.

3. Question: Do you think the above answers are self-apparent, that any parent would naturally do that which is most helpful to the child?

____

Worksheet 1c

6. Discuss: Responses to the worksheet exercises.

NOTES:

Representative answers to number 2.

Not this--this--this--not this--this--not this--this--not this--not this--this.

WHAT DO YOU DO WITH A NURSERY RHYME?

Worksheet 2a

1. Question: Of what value are nursery rhymes sung or said at an early age?

____

____

____

> REMEMBER: USE NURSERY RHYMES OR LULLABIES FROM INFANCY ON. AS THE INFANT GROWS, HE WILL BE AWARE NOT ONLY OF THE RHYTHM, BUT OF THE SOUNDS AND OF THE WORDS ASSOCIATED WITH THEM. IN THIS WAY, HE BECOMES MORE FAMILIAR WITH WORDS, RHYTHMICAL PATTERNS AND WORD MEANINGS.

> REMEMBER: AS THE CHILD GROWS OLDER, USE WORDS FROM THESE RHYMES IN MAKE-BELIEVE STORIES TO REINFORCE THE FIRST SOUNDS HE HEARD AND HIS ASSOCIATIONS WITH THEM.

2. Read the nursery rhyme-poetry which follows on worksheet 2b, consciously noting the pattern of repetition of words and syllables and the pattern of rhythm.

   1) Do you think these patterns help the child remember the rhymes more easily?

   ____

   2) Do you think repetition of other words common to the young child's experience will help him in his early use of words?

   ____

3. Discuss: Entire worksheet.

NOTES:

Worksheet 2b

WYNKEN, BLYNKEN AND NOD

Eugene Field

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe--
Sailed on a river of crystal light,
Into a sea of dew.
"Where are you going, and what do you wish?"
The old moon asked the three.
"We have come to fish for the herring fish
That live in this beautiful sea;
Nets of silver and gold have we!"
Wynken,
    Blynken,
        and Nod.

Wynken and Blynken are two little eyes,
and Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle-bed.
So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock in the misty sea,
Where the old shoe rocked the fishermen three:
Wynken,
    Blynken,
        and Nod.

FUN AND GAMES--AND WORDS

Worksheet 3a

1. Directions: Read the following suggestions of "Playing Games with Nursery Rhymes" to develop vocabulary in a young child. Fill in the blanks; then list below the rhymes your own suggestions which can build a child's vocabulary.

> Supposedly, you have sung or said simple rhymes to your child for some time. He is now old enough to understand what you are saying to him, and the rhymes take on a different meaning from the first rythmical patterns he heard when he was an infant.
>
> Now is a good time to help develop vocabulary and memory. You can say, "Let's play a game. I'll sing a song (or say a verse). Then I'll say it over, and you can fill in the words every time I stop." After saying the following (in complete verse form), or a similar familiar verse, then say, "Now, let's see if you can put in the words I leave out."

"Jack and ______________ (Jill)
Went up a ______________ (hill)
To get a pail of ________ (water)
Jack fell ______________ (down)
And broke his __________ (crown)
And ________ came tumbling after." (Jill)

Ideas of My Own to Help Develop the Use of Language:

____
____
____
____
____
____

Worksheet 3b

2. Directions: The same nursery rhyme can be used to help develop imagination and comprehension. You say, "Let's play a game about Jack and Jill." (Say the rhyme.) "I'll ask you some questions. See if you can answer them. When we are finished, you can tell me a story and ask me questions. Tell Me:

   1) Who were Jack and Jill?

   ____

   2) Where did they go?

   ____

   3) Why were they going?

   ____

   4) What happened to them?

   ____

   5) Would you like to be Jack or Jill?"

   ____

3. Discuss: Entire worksheet.

NOTES:

"BABY TALK" OR "DADDY?"

Worksheet 4a

1. Questions:

1) What were some of the first words your child said?

2) Did you (do you) use "baby talk" or did you (do you) pronounce the words properly as you use them? Is there any value to this way of talking?

3) Is there any value to a child in having to relearn the pronunciation of words?

2. Directions: Read the following examples of the way we can speak to a young child and answer the questions below:

> "Da-da will be home soon . . . . Oh, you'd like a dink."
>
> "There's Momma's good boy. Here's the wa-wa, but let Momma hold it."

1) Is this the way we should talk to a child?

Is there any value to this way of talking?

2) Suppose you had a child sixteen months old who is just beginning to put words together into sentences. If you reinforced his pattern of "baby talk," at what age would you change from "baby talk" to your natural speech pattern?

REMEMBER: REPEATING "BABY TALK" ONLY REINFORCES A BABY'S MISPRONUNCIATION. TALK NORMALLY AND NATURALLY. YOU CAN SHOW THAT YOU RECOGNIZE WHAT HE IS TRYING TO SAY WITHOUT USING BABY TALK.

3. Discuss: Entire worksheet.

NOTES:

HELPING YOUR CHILD BECOME AWARE OF LETTERS AND SOUNDS

Worksheet 5a

1. Directions: The following is one example of a "Sound-of-the-Letter" game that can be played with young children to help them gain an early awareness of letters and their corresponding sounds. After reading this, workshop participants can form teams. Each team should, in four minutes, list as many as possible other "Sound-of-the-Letter" games that can be played to help the child develop an early identification of letters and sounds. (Representative answers are at the end of worksheet 5b.)

Example: Play "I'm Going to the Store" with your child. This can be done while you are doing ordinary household tasks, riding in the car, or whatever. Say, "Let's play. I'm going to the store to buy something that begins with B. B sounds like buh in baby. Hear the buh sound. There is also a B sound in bear and in boxes. All right, let's begin. I'm going to the store to buy some beans. Now, Jim, you say what you are going to buy that begins with B. Then, it will be my turn."

OTHER SUGGESTIONS FOR PLAYING SOUND OF THE LETTERS

(Teams list as many new ideas as possible in the space below)

Worksheet 5b

2. **Discuss**: Entire worksheet.

NOTES:

****

Representative answers.

Buy a box of magnetic letters and place them on the refrigerator. Play a "Find-the-letter" game. Say a word to the child, tell him the first sound that is heard in the word and ask him to find the letter the word begins with. Use only a few letters at first. Then another set of letters. Then combine sets, etc.

Have the child say as many words as he can that begin with a letter or sound of the letter which you name. Then the child names a letter, and you say words to him that match the letter he suggested.

HELPING YOUR CHILD BECOME AWARE OF WRITTEN WORDS

Worksheet 6a

1. Question: How do children become aware of written language?

____

____

____

2. Directions: The following is a list of things you can do to help a child become more aware of words and written language. Read each and place a (1) before those which most appeal to you. Place a (5) before those which least appeal to you.

_____ On a 4 x 5 card, make individual labels, using words of items of food in your cupboard: corn, beans, peas, etc. Set out these items on a table and place the labels you have written before your child. Have him match the words and the items.

_____ Show your child the printed names of members of your family. From books, periodicals, newspapers, etc., have him show you as many words as he can that begin with the same letter. Use names singly, beginning with his own. Then continue, using other family member's names.

_____ Use four boxes on which are clipped four different letters. Using items from around the house with which your child is familiar, have him sort these items into the proper boxes. If you use larger boxes, you can use letters which form the beginning sounds of toys he plays with.

_____ Call attention to words seen around him: STOP--GO--SLOW--etc.

_____ Play a "Let's Guess the Sound" game of items of wearing apparel: socks, pants, coat, etc. Make labels of these items and have him place the label on the corresponding item of clothing he is wearing. Have him say the first letter of the label and tell you its sound.

_____ Cut out pictures of things with which the child is familiar. Have him sort out these things into the boxes identified with beginning letters of a familiar item.

Worksheet 6b

3. Directions: Participants form teams. Each team lists, in four minutes, other suggestions for helping a child become aware of written words.

____

____

____

____

____

____

4. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 7

1. Directions: Participants form teams. Each team lists in the space below the main points covered in the workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

____

____

____

____

____

____

2. Directions: Set goals for the week.

   1) Depending on the age of your child, use one of the methods discussed today at least twice during the next week to boost the vocabulary, sound awareness, and language skill of your child.

   2) Underline the above goal if you agree to do this. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ______________________________

   ____

   ____

   ____

3. Discuss: Entire worksheet.

NOTES:

WORDS TO USE:
LANGUAGE AND A CHILD'S INTELLECTUAL DEVELOPMENT

Workshop II

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Developing the Use of Specific Language a, b
2. Questions, Questions, Questions (to Help Develop the Use of Specific Language) a, b
3. Using Specific Words (Objects, Places, Actions)
4. Using Descriptive Words a, b
5. Take Time to Rhyme a, b
6. Developing Impromptu Dialogue with Make-Believe a, b
7. Word Games to Play with the Older Child a, b
8. A Child's Language--A Child's Learning
9. Draw Your Own Conclusions--Set Your Own Goals
References

Plan:

1. Review: Principles covered at the last workshop.
2. Discuss:

   * Individual experiences in developing a child's sense of sounds.

3. Introduce: Words to Use: Language and a Child's Intellectual Development--Workshop II and goal of this workshop: To demonstrate ways of developing the use of specific language and verbal skill as aids to developing intelligence.
4. Present and do exercises: Worksheets 1 a, b--Developing the Use of Specific Language
5. Discuss:

   * What are some of the things a parent can do to help develop the use of specific language in his child?

   * Of what benefit is it to help develop the use of language?

   * Do you think the child's ability to use and read words will add to his sense of self-worth?

6. Present and do exercises: Worksheets 2 a, b--Questions, Questions, Questions (to Help Develop the Use of Specific Language)

7. Present and do exercises: Worksheets 3 a, b--Using Specific Words (Objects, Places, Actions)

8. Discuss:

    * How will our use and choice of words help form our child's view of the world?

9. Present and do exercises: Worksheets 4 a, b--Using Descriptive Words

10. Present and do exercises: Worksheets 5 a, b--Take Time to Rhyme

11. Present and do exercises: Worksheets 6 a, b--Developing Impromptu Dialogue with Make-Believe

12. Discuss:

    * How many play games with their child? Of what benefit is this to the child? To the parent?

    * How many play word games with their child? Of what benefit is this to the child?

    * Does anyone have a favorite word game he plays with his child?

13. Present and do exercises: Worksheets 7 a, b--Word Game to Play with the Older Child

14. Present and do exercises: Worksheet 8--A Child's Language--A Child's Learning

15. Present and do exercises: Worksheet 9--Draw Your Own Conclusions--Set Your Own Goals

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A Series
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Worksheet Package
For

WORDS TO USE:
LANGUAGE AND A CHILD'S INTELLECTUAL DEVELOPMENT--II

DEVELOPING THE USE OF SPECIFIC LANGUAGE

Worksheet 1a

1. Directions: The following examples show different ways we can talk to our children. One example uses specific words; the other uses many non-specific words. Read example A; then read example B. (Participants can do this orally.) Then circle each non-specific word in example B and write a specific word above it.

EXAMPLE A

Tricia, let's make a geo-board from this board, a hammer and some nails. There are lots of things you can do with this when we are finished. First, let's take this board. See the small circles on it. We're going to pound the nails in the center of each circle. I'll pound five nails. Then you can try to pound five nails. Now, I'll pound three nails, and you can pound three nails . . . . Can you hand me four nails? . . . I'll pound these nails, and then you can have your turn . . . . Now, hand me one nail at a time, and we'll get all 25 nails in.

O.K. Now, we're all finished. Here are some rubber bands. I'll show you how to make a square with one rubber band . . . . I've made a red square. Now, why don't you try to make a blue square with a blue rubber band . . . . Now, let's take the blue square off and let's make a green triangle . . . . Now, can you make four red lines straight across--from left to right? Those are horizontal lines. Isn't that word fun to say? Hor-i-zon-tal . . . hor-i-zon-tal. Can you say this word? That's good. That's a long word, isn't it.

Now, let's make four lines up and down. What color rubber bands should we use? These lines are vertical lines. That's another word that's fun to say: ver-ti-cal . . . ver-ti-cal. Can you say this?

There's something else we can make with this board. Did you see that I had these pieces of colored string on the table? Can you give me a piece of yellow string? Good. We can even make letters with this string. Your name, Tricia, begins with . . . what letter? A "T." . . . All right, let's make a "T" with this string. See, now we've made a "T." See the up-and-down line. Now, see the straight across line.

Daddy's name, Andy, starts with an "A." Andy starts with an "A." Let's make an "A." . . . Do you want to try to make an "A" with blue string?

Worksheet 1b

EXAMPLE B

Say, let's make something with this board and nails. See the marks on the board. We'll put the nails on these marks. I'll pound in some nails; then you can try, too. Can you hand me some? Oh, wait, I forgot something. O.K., now, I've got it. O.K. Can you hand me those things and I'll start . . . . You hand me one at a time.

There, now we're all finished. Let's put on some rubber bands. There are different things you can do with the rubber bands. Let's make different things of different colors. What color should we start with?

2. Discuss: Entire worksheet.

NOTES:

QUESTIONS, QUESTIONS, QUESTIONS (TO HELP DEVELOP THE USE OF SPECIFIC LANGUAGE)

Worksheet 2a

REMEMBER: ASKING OUR CHILD SPECIFIC QUESTIONS IS ONE WAY TO HELP HIM DEVELOP LANGUAGE SKILLS.

1. Directions: The following activities and questions (which you could ask your child about making the previously-described learning game) will help your child develop clear thinking and skill in the use of language. Two participants can role play example 1. Example 2 can be role-played or done individually with participants writing in the answers. Read the "REMEMBER" statement below before role-playing.

EXAMPLE 1

Participant A: Mike, let's play a "Let's Pretend" game. Pretend you are the daddy, and you are telling your little boy how to make the game we just made. I'll pretend I'm the child, and you can start telling me how to make a geo-board. Remember, you're the Dad, and I'm the child.

Participant B: Responds, playing the part of a child.

REMEMBER: CHILDREN WILL VARY IN THEIR ABILITY TO FULLY DESCRIBE THE PREVIOUS GAME. ASKING SPECIFIC QUESTIONS WILL HELP CHILDREN CORRECTLY IDENTIFY THE OBJECT THEY USED, THE EXACT ACTION PERFORMED, COLORS, SHAPES AND RELATIONSHIPS BETWEEN ACTIVITIES.

EXAMPLE 2

Questions: (Representative answers are at the end of worksheet 2b.)

1) Can you remember what this game was called?

____

Worksheet 2b

2) What did we use to make the game?

____

3) How did we know where to pound the nails?

____

4) Can you remember how many nails you pounded first? You can look at the board and tell me.

____

5) When we were finished, what did we use to make designs?

____

6) What colors did we use?

____

7) What kind of designs did we make?

____

8) What did we use to make the letters on the board?

____

9) What color did we use?

____

10) What letter did we make that used an up-and-down line and a straight-across line?

____

2. Discuss: Entire worksheet.

NOTES:

****

Representative answers to Example 2.

Geo-board game; board, hammer and nails, rubber bands, colored string; circles on board; five; rubber bands and colored string; red, blue, green, yellow; squares, triangle, horizontal lines, vertical lines, the letter "T"; colored string; yellow; "T."

USING SPECIFIC WORDS
(OBJECTS, PLACES, ACTIONS)

Worksheet 3a

REMEMBER: WHEN YOU USE THE WORDS "THIS," "THAT," "THESE," OR "THOSE" WITHOUT NAMING THE ACTUAL OBJECT OR PERSON, YOU DO NOT SAY "EXACTLY" WHAT YOU ARE TALKING ABOUT.

Saying, "This is good" is not as effective as saying, "This ice cream is delicious."

Say: "You folded those towels so neatly," not "Those are O.K."

Say: "This cake was one of the best I tasted," not "That was fine."

REMEMBER: USE ACTION WORDS TO MAKE LANGUAGE COME TO LIFE.

1. Directions: Following the examples below, change the dull statements into lively ones by using action words.

Not this: He's coming here.

This: He is walking up the driveway.

Not this: They went home.

This: ______________________________

Not this: They played.

This: ______________________________

Not this: The horse was in the field.

This: ______________________________

Not this: We saw the monkey in the cage at the circus.

This: ______________________________

Worksheet 3b

REMEMBER: PLACE AND TIME CAN BE MADE MORE EXACT BY USING SPECIFIC WORDS.

2. Directions: Following the example below, change the non-specific statements into specific statements by telling the exact location and time.

Not this:	He'll be here later.
This:	I expect him to come to the house at six o'clock tonight.
Not this:	Put it there.
This:	Put the ____________ on the ____________.
Not this:	We're going there.
This:	______________________________.
Not this:	They are all over.
This:	The blocks are scattered all over the floor.
Not this:	He went there awhile ago.
This:	______________________________.

3. Discuss: Entire worksheet.

NOTES:

USING DESCRIPTIVE WORDS

Worksheet 4a

1. Directions: Read the "REMEMBER" statement below as a background for the rest of the worksheet. Then complete the statements which follow.

> REMEMBER: THE WAY WE TALK TO OUR CHILD CAN HELP FORM HIS VIEW OF THE WORLD. IT CAN ALSO HELP HIM DEVELOP THE USE OF LANGUAGE AS A TOOL FOR EXPRESSING THOUGHT. WE CAN HELP HIM SEE THE WORLD AS COLORFUL AND EXCITING OR DULL AND LIFELESS WITH THE WAY WE USE WORDS. A SIMPLE WAY TO BEGIN TO MAKE LANGUAGE MORE COLORFUL IS TO USE, AND TO HELP OUR CHILD USE, DESCRIPTIVE WORDS.

1) Here is your blanket.

Here is your ____________________, ________________blanket.

2) I bought you a new dress today. I hope you like it.

I bought you a new, red-and-white dress. Look, it has puffed sleeves.

3) That was a good job, picking up all of your things.

It was a ________________help to have you pick up your toys. The

blocks, crayons, books and all the rest were put away so ________.

4) We need tires, so let's go.

We need ____________ tires. Let's see what we can find at

_______________________.

2. Directions: Read the following "Word Add-On Game." It is an example of one of many ways to help your child use descriptive words. Following the example, participants can pair to role-play the game using the words that follow the example or any words of their own.

Worksheet 4b

Parent: Let's play a "Word Add-On Game." I'll tell you what I mean. First, I'll say a word--like Teddy bear. I can think of a lot of other things I could say to tell about Teddy bear. I could say, "The soft, fuzzy, worn-out, dirty, Teddy bear." Can you think of another word that would say something about Teddy bear? . . . Brown. That's a good word you've added on.

Let's begin with your telling me a word, and I'll see what I can add onto it to say something more about it . . . . Maybe you'd like to start with one of your toys or some of the things in this room . . . . Oh, table. O. K. The brown, kitchen table. Now, I'll say a word. Let's see--chair. Now, you say a word that adds on to chair to tell me more about it. The red chair. That's good. Now, your word . . . Dog? I'll add on barking to dog--the barking dog. All right, now it's my turn.

Examples of words to use for role-playing: car, bathtub, towel, washcloth, dishes, table, stove, supper, milk, balloon, bus, street, sidewalk, trees, bushes, sandpile.

3. Discuss: Entire worksheet.

NOTES:

TAKE TIME TO RHYME

Worksheet 5a

1. Directions: Read the "REMEMBER" statement as background to this worksheet.

> REMEMBER: IF YOU HAVE READ NURSERY RHYMES OR IF YOU HAVE SUNG TO YOUR CHILD, YOU HAVE BEGUN TO DEVELOP HIS SENSE OF RHYME. YOU CAN CONTINUE THIS BY HAVING HIM MAKE RHYMES OF HIS OWN. THIS WILL ADD TO HIS SENSE OF SOUND PATTERN AND WILL AID HIM IN READING.

2. Directions: The following are beginning rhyming games you can play with your child. Fill in the blanks below as you would have your child fill them in orally.

First, the rabbit
Hops, Hops, Hops,
Then, he ________

The little brown dog
I have with me now
Doesn't talk much--
He only says, "____ _____."

The snow that's fallen all last night
Has covered everything with a blanket of __________.

The flowers we planted one day for fun
Are growing so fast with water and __________.

When I run
I have ________

At the store
We stop
And ___________

Look, Look,
Here's a _______

3. Directions: Participants form teams to write simple rhymes that can be used with small children. In four minutes' time, write in the space below as many of these rhymes as you can. Share rhymes for using with a young child.

(1) ____________________________
____
____

(2) ____________________________
____
____

Worksheet 5b

(3) ______________________

____

____

(4) ______________________

____

____

3. Discuss: Entire worksheet.

NOTES:

DEVELOPING IMPROMPTU DIALOGUE WITH MAKE-BELIEVE

Worksheet 6a

1. Directions: Read the "REMEMBER" statement as background to this worksheet.

> REMEMBER: CHILDREN LIKE TO "PRETEND." IT HELPS DEVELOP IMAGINATION AND LETS THEM TRY OUT VARIOUS ADULT ROLES. THIS CAN BE DONE WITH PLAY-ACTING, ACTING OUT NURSERY STORIES, BY USING PUPPETS, AND BY PLAYING "LET'S PRETEND" GAMES.

2. Directions: Participants form teams to role play the following "Let's Pretend" situations involving parent and child. The participant who takes the part of the parent should use all the previous methods to develop language which were stressed in this workshop: using specific words, using descriptive words and asking questions.

Examples to choose from (or choose an example of your own--see example below).

CHILD takes role of	PARENT takes role of	CHILD take role of	PARENT takes role of
doctor	patient	beautician	client
dad	child	grocer	customer
mother	another mother		

Terri, aged three, plays an "I'm going visiting" game with her mother. Terri takes the part of another mother.

Terri:	Hello, I've brought my new baby for you to see.
Mother:	You did. Well, come in. Wheel the baby buggy over to the davenport. You can put the baby there. What is the baby's name? Ruth? That's a very pretty name. How long did it take you to walk over to my house? Ten minutes? Did you have a nice walk? Now, tell me more about Ruth. How much does she weigh now? Does she cry a lot? What are you feeding her? Speaking of feeding the baby, let's have a cool drink ourselves. Tell me, what have you been doing lately?

Worksheet 6b

3. Directions: In the example on worksheet 6a of "Terri Goes Visiting," underline all the methods of developing language that Terri's mother used.

4. Discuss: Entire worksheet.

NOTES:

WORD GAMES TO PLAY WITH THE OLDER CHILD

Worksheet 7a

RHYMING RIDDLES

1. Directions: The following list contains riddles which should be answered in the form of a rhyme according to the example shown. (Check your answers with those on worksheet 7b.)

    1) What is a tired flower? (A lazy daisy)
    2) What is a pollution haze?
    3) What is a gift tree?
    4) What is a disappointed father?
    5) What is an angry boy?
    6) What is a successful vehicle?
    7) What is a boy puppet?
    8) What is an enclosed place for chickens?
    9) What is an ink stain?
    10) What is glue?
    11) What is a pencil line?
    12) What is the sound from a black duck?
    13) What is a straight pin?
    14) What is a bright-colored place of rest?
    15) What is a guest who wears out his welcome?
    16) What is a tired mind?
    17) What is a home-made refreshing drink (ade) ?
    18) What is a refreshment from the faucet?
    19) What is an unadorned chair?
    20) What is a beach?
    21) What is a place to browse?
    22) What is a solid table?
    23) What is a high school prom queen?
    24) What is a seafood that's edible?

2. Discuss: Entire worksheet.

Worksheet 7b

NOTES:

Answers to riddles on preceding page:

1) A lazy daisy; 2) Fog smog; 3) Free tree; 4) Sad dad; 5) Mad lad; 6) Star car; 7) Toy boy; 8) Hen pen; 9) Blot spot; 10) Icky-sticky; 11) Fine line; 12) Black quack; 13) Thin pin; 14) Red bed; 15) Guest pest; 16) Lame brain; 17) Made ade; 18) Sink drink; 19) Bare chair; 20) Sand land; 21) Look nook; 22) Stable table; 23) Teen queen; 24) Fish dish.

A CHILD'S LANGUAGE--A CHILD'S LEARNING

Worksheet 8

1. Directions: Read the "REMEMBER" statement below as a background to the rest of this worksheet.

> REMEMBER: DEVELOPING A CHILD'S USE OF LANGUAGE IS AN INVALUABLE AID IN HELPING HIM READ, IN HELPING HIM LEARN, AND IN HELPING HIM EXPRESS HIMSELF.

2. Directions: Read the suggestions for helping a child develop reading ability as listed in the column below. Then rank them on the ladder at right. Fill in the empty rungs on the ladder with suggestions of your own or suggestions listed in this workshop.

SOME SUGGESTIONS TO HELP YOUR CHILD BE INTERESTED IN READING

1) Ask a child questions.

2) Answer your child's questions.

3) Talk and sing to your child from infancy on.

4) Take your child to the library.

5) Have books and reading material around the home.

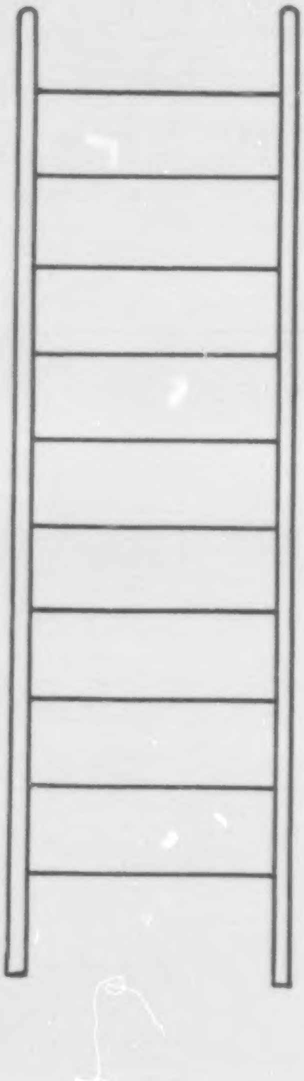
6) Play word games.

7) Read stories and nursery rhymes.

8)

9)

10)



3. Discuss: Entire worksheet.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 9

1. Directions: Participants form teams. Each team lists in the space below, the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

____

____

____

____

____

____

2. Directions: Set goals for the week.

    1) Use at least one of the methods discussed in this workshop once a day to help your child develop his use of language.

    2) Write below the three methods which you think would be most helpful to your child. Underline which of these activities you intend to pursue during the coming week.

(1) ____

____

(2) ____

____

(3) ____

____

3. Discuss: Entire worksheet.

NOTES:

REFERENCES

Betts, E. A. Foundations of Reading Instruction. ________________; n.d.

Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Simon and Schuster, Inc., Pocket Books, 1972.

Russell, David H. and Etta Karp. Reading Aids Through the Grades. New York: Columbia University Teacher's College Press, 1951.

BOOKS TO CHOOSE:
READING AND A CHILD'S INTELLECTUAL DEVELOPMENT

Workshop

Materials: Paper and pencils or chalk and chalk board. An assortment of twelve children's books--various levels. Twenty newspaper comic strips--cut apart--each strip in a separate envelope.

Worksheet package:

1. Beginning to Read a, b
2. Helping Your Child Find an Easy-to-Read Book a, b
3. Television: A Help or a Hindrance? a, b
4. Television: Does it Take Your Child's Prime Time? a, b
5. Do You Do These Things? a, b
6. The Parents Speak a, b, c
7. Helping Your Child Arrange His Thoughts in Logical Order a, b, c, d, e
8. More on Arranging Thoughts in Proper Order a, b
9. Helping Your Child Get the Most Out of What He Reads a, b
10. Book Reports: Does Your Child Tune In or Tune Out? a, b
11. Draw Your Own Conclusions--Set Your Own Goals References

Plan:

1. Review: Principles covered in the last workshop.
2. Discuss:
   - Individual experiences in helping children develop the use of language.
3. Introduce: Books To Choose: Reading and a Child's Intellectual Development--Workshop and goal of the workshop: To demonstrate methods of stimulating interest in reading, in arranging thoughts in logical order and of developing intelligence of a child.
4. Present and do exercises: Worksheets 1 a, b--Beginning to Read

5. Discuss:

   * What does the curiosity of a child have to do with reading and learning?

   * What does developing excitement for reading have to do with boosting a child's self-esteem?

6. Present and do exercises: Worksheets 2 a, b--Helping Your Child Find an Easy-to-Read Book

7. Discuss:

   * Do you think television is a help or a hindrance to reading?

8. Present and do exercises: Worksheets 3 a, b--Television: A Help or a Hindrance?

9. Present and do exercises: Worksheets 4 a, b--Television: Does it Take Your Child's Prime Time?

10. Discuss:

    * What do you do to interest your child in reading?

11. Present and do exercises: Worksheets 5 a, b--Do You Do These Things?

12. Present and do exercises: Worksheets 6 a, b--The Parents Speak

13. Discuss:

    * In telling a story or describing an event, does your child tell things as they occurred in the actual event, or are his thoughts "helter-skelter" and scattered?

    * Of what benefit is it to help your child arrange his thoughts in good order?

14. Present and do exercises: Worksheets 7 a, b, c, d, e--Helping Your Child Arrange His Thoughts in Logical Order

15. Present and do exercises: Worksheets 8 a, b--More on Arranging Thoughts in Proper Order

16. Present and do exercises: Worksheets 9 a, b--Helping Your Child Get the Most Out of What He Reads

17. Present and do exercises: Worksheets 10 a, b--Book Reports: Does Your Child Tune In or Tune Out?

18. Present and do exercises: Worksheet 11--Draw Your Own Conclusions--Set Your Own Goals

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BOOKS TO CHOOSE: READING AND A CHILD'S INTELLECTUAL DEVELOPMENT

BEGINNING TO READ

Worksheet 1a

1. Directions: Participants form teams. From the material covered in the previous workshop, each team lists ways one can help develop a child's use of language and, in turn, the child's reading ability. (Representative answers are at the end of worksheet lb.)

2. Directions: Which of the above ways should you continue in order to develop an interest in reading as the child begins to approach school age?

Worksheet 1b

REMEMBER: A YOUNG CHILD WHO CAN READ EASILY AND WHO ENJOYS READING IS USUALLY ONE WHO HAS BEEN FAMILIAR WITH BOOKS. THIS FAMILIARITY CAN COME FROM THE HOME.

3. Directions: Cross out the incorrect word, leaving the correct word in the following statements:

> A recent survey of the National Assessment of Educational Progress shows that the (home) (school) has more influence on reading development than the (home)(school). With math development, it is just the (same) (opposite).

4. Directions: Unscramble the letters in the following words. The corrected statement will show one of the most important things a parent can do to assist the reading development of the child.

> Hwgnios atth darenig si nuf si one fo eht stom ttanpromi gshitn
>
> a tprnea nca od ot ssstia ni ngdreia veledpontem of teh dlihc.

____

____

5. Discuss: Entire worksheet.

NOTES:

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Representative answers to preceding exercises.

1) Develop use of descriptive words, develop use of specific words, play reading games, play rhyming games, ask questions, answer questions, reading aloud, helping him become familiar with books, showing that you read, etc, speaking clearly, avoiding baby talk, etc.
2) The same as 1.
3) Correct words: home, school, opposite..
4) "Showing that reading is fun is one of the most important things a parent can do to assist in reading development of the child."

HELPING YOUR CHILD FIND AN EASY-TO-READ BOOK

Worksheet 2a

1. Directions: Read the following checklist to use in helping your beginning reader to find an easy-to-read book. Then, from the assortment of children's books on the table, choose one easy-to-read book for a young child.

   1) Words should be in type which is large and easy to read.

   2) Words used should be simple.

   3) There should be variety in sentence structure. Some sentences will be long, some short.

   4) The page should be uncrowded.

   5) Illustrations should "tie in" with the reading material.

2. Directions: Read the following paragraphs. Underline the three sentences which are the most important to you. Write these sentences in the space following the paragraphs.

> "Four and five-year-olds are ready to explore anything and everything. They stick their noses into closets and boxes. They pull up tiny radish plants. No matter how exasperating, this natural curiosity should be fostered. It is the child's way of enlarging his world.
>
> "What does this have to do with reading? Everything. Through his natural desire to find out, the child gets the background that will give meaning to his reading in later years. Unknowingly he is preparing for reading when he asks question after question. When he starts school, he will be full of ideas to talk about and write about. When he reads, he will have much to bring to the printed page. And he will have developed the habit of looking for new ideas and new experiences.
>
> "Your reaction to the curiosity of your four or five-year-old may influence him for the rest of his life. If you brush aside his questions, he may conclude that questions are bad and exploration should be discontinued. Yet, these are the very things you wish to foster."

*Nancy Larrick, A Parent's Guide to Children's Reading (New York, 1972), pp. 24-25. Used by permission of the publisher, Simon and Schuster, Inc., Pocket Books.

Worksheet 2b

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

3. Discuss: Entire worksheet.

NOTES:

TELEVISION: A HELP OR A HINDRANCE?

Worksheet 3a

1. Directions: Answer the following questions.

1) Does your child watch television more than he reads?

____

2) Why do you think this occurs?

____

3) What can a parent do to link an interest in television programs to an interest in reading? (Representative answers are at the end of worksheet 3b.)

____

____

____

____

____

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____

4) Do you think watching television keeps a child from having a strong interest in reading? Give reasons for your answers.

____

____

____

____

____

____

____

Worksheet 3b

2. Discuss: Entire worksheet.

NOTES:

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Representative answers to number 3.

Talk about the program.
Talk about new words heard on the program.
Ask your child to tell you what the program was about.
If he is able to write, have your child write a TV story.
Ask him to make up a title for the TV program.
If he becomes particularly interested in a certain subject from listening to a television program, build upon that interest. Take him to the library and help him find a book which will enlarge the interest.
If possible, have him start a home library of his own with books pertaining to his interest as a base.
Have him act out a television story himself or with the use of puppets.
Talk about the link between newscasts and newspaper reports.

TELEVISION: DOES IT TAKE YOUR CHILD'S PRIME TIME?

Worksheet 4a

I. Directions: Answer the following questions.

1) On the average, how much time does your child watch television during one day?

____

2) Think of the programs he has watched through the past weeks. Underline the content of the programs if they fit into any of the following categories: reading development, science, humor, crime, emotional crises, adult entertainment, violence.

3) If the content did not fall into any of the above categories, list, as well as you can, the content of the programs.

____

____

____

____

4) Do you preview the television programs your children watch or do you use television as a readily-available "baby-sitter?"

5) Do you agree or disagree with the following statement made by an experienced teacher: "Children of the 1970's tend to treat conflicts in which they are involved much differently than children did before the age of television. It is because television has shown them that almost any conflict can be resolved in an hour or so, or, at the most, two hours. They tend to make this same kind of application to their own life,and so, to them, any conflict is nothing to be too concerned about. They have become "programmed" into thinking of conflict with a "so what" attitude.

6) Do you think that television is an asset to children's education?

____

7) Do you think that watching television is one reason why some children are poor readers, that they spend too much time before television sets?

____

Worksheet 4b

2. Discuss: Entire worksheet.

NOTES:

DO YOU DO THESE THINGS?

Worksheet 5a

1. Directions: The following list shows examples of things you can do to interest your child in reading. Read each one carefully. Place an "ND" before each activity which you are now doing or which you have previously shared with your child. Place a check mark before an activity which you would like to try in the near future.

_________ 1) Talk about the pictures which illustrate a story he is reading.

_________ 2) Have your child draw his own picture to tell about the story.

_________ 3) Have your child tell about the story from the pictures alone.

_________ 4) Help him make a "MY OWN BOOK" with pictures cut from a magazine. If he can write, have him write a story to accompany the pictures. The subject matter for these stories can be extremely varied. It can range from stories about pets, about hobbies, about parents, about holidays, etc.

_________ 5) Read aloud to your child.

_________ 6) Let your child help select the book he wants to read. Remember that reading interests vary considerably between children and also that interests can vary "within" the child: one time he might want to choose a book about alligators, another time about cars.

_________ 7) Visit the library. Visit bookstores. Buy inexpensive books at garage sales.

_________ 8) Buy him an inexpensive bookshelf for his very own.

_________ 9) Show him by your own example that reading is enjoyment.

2. Directions: Look at the above examples. Are there activities not listed which you are now doing to interest your child in reading?

____

____

Worksheet 5b

3. Questions:

1) Which of the above examples in number 1 (of ways to interest your child in reading) do you consider the most important to you and your child?

____

2) How can you help an older child select a book which is not too difficult? (A representative answer is at the end of this worksheet.)

____

____

____

____

4. Discuss: Entire worksheet.

NOTES:

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Representative answer to number 2.

A simple way to choose a book with your child is by using the "five-finger method": Have your child read a page of the material. For every mistake he makes, hold up one finger. If he makes more than five mistakes in one page, the book is too difficult.

THE PARENTS SPEAK

Worksheet 6a

1. Directions: Read the following examples of statements by parents regarding methods which they used to help their children become better readers. Then write your reaction to each statement as to their possible positive or negative influence.

A father says: "I was in a hurry, and I gave Sally (age four) my library card. She went to the children's section and within five minutes had picked out books she wanted to read."

Positive: Why? ______________________________

____

Negative: Why? ______________________________

____

A father says: "It seemed to us that Joe was not learning to read as he should in the first grade. Because we thought the teacher was at fault, we transferred him to another school."

Positive: Why? ______________________________

____

Negative: Why? ______________________________

____

A young mother says: "My two-year-old already likes to imitate his older sister, who reads. He is becoming very interested in letters. I bought a set of magnetic letters and attached them to the refrigerator door. Now, when I get home from work and am preparing the evening meal, he plays in the kitchen with me; and as I say a word and tell him what letter that word begins with, he is learning to take the matching letter from the refrigerator door."

Positive: Why? ______________________________

____

Negative: Why? ______________________________

____

Worksheet 6b

A mother says: "I grew up without the influence of television. My children grew up with television. But they each developed an intense enjoyment from reading. My own parents influenced my love for reading, and I found I used some of the same things they did. My mother read aloud to me--she even taught me to read, although I didn't teach my own children--but I did a lot of other things my parents did. I read often to my children. When working around the house, my mother recited poetry to me. I can still hear her saying as we did the dishes together, 'I have a little shadow/That goes in and out with me'. . . .I can still hear her singing 'Daddy will come to his babe in the nest . . . silvery sails way out in the west/Under the silvery moon . . . .'

"Often she would use examples from poetry to instill a certain lesson or to help ease a hurt I had. My dad would help me sound out words on stores and on street signs, on calendars and reading material around my home."

Positive: Why? ______________________________

____

Negative: Why? ______________________________

____

A parent says: "We did a lot of things together as a family, and we talked a lot about them. Simple things--going to the woods, going to the park, seeing and learning interesting things about our own city and state."

Positive: Why? ______________________________

____

Negative: Why? ______________________________

____

A father says: "We bought a set of encyclopedias at an auction. The whole family had fun looking up information."

Positive: Why? ______________________________

____

Negative: Why? ______________________________

____

2. Discuss: Entire worksheet.

NOTES:

HELPING YOUR CHILD
ARRANGE HIS THOUGHTS IN LOGICAL ORDER

Worksheet 7a

1. Directions: As a step to helping your child arrange his thoughts in proper order, do the following exercise. The sentences which follow are not in their proper sequence. Arrange them in the logical order of their occurrence in the space on the following page. It is not necessary to write the full sentences. (Representative answers are at the end of Worksheet 7d.)

John and Mary Jones asked about credit at the Budget Bonanza Store.

For many months, John and Mary Jones had been saving to buy a new dishwasher, and they finally had enough money for what they hoped would be a down payment.

The found a salesman and asked about price, color, delivery and down payment.

One evening, Mary spied an advertisement of the Budget Bonanza Store. It was for a "Scratch and Dent" sale of home appliances including dishwashers.

They looked around at all the things on sale before going to the dishwasher section.

Because it was fairly early, they decided they could take their two children without having to go to the expense of hiring a baby-sitter.

After discussing the prices in the ad, they decided to go to the sale.

Mary wanted an olive green model; John liked the white the best, but he decided that Mary should choose the color she wanted.

It only took them five minutes to get to the store, and Mary was excited, anticipating the fact that she might finally get the dishwasher.

They were told if they paid for the dishwasher in three months, they would not have to pay any interest. They decided to buy the dishwasher and pay for it in three months' time.

They drove home happy, for they figured they made a wise decision.

Worksheet 7b

They bought the olive green model. It was reduced $ 50.00, and the scratch was so small that it was hardly noticeable.

Now, Mary is considering painting her walls olive green to match the dishwasher and redecorating her kitchen with the money she saved by buying the appliance on sale.

REMEMBER: HELPING YOUR CHILD ARRANGE HIS THOUGHTS IN GOOD ORDER IS AN AID TO CLEAR THINKING.

2. Directions: This exercise is similar to the one above except that this is one which you can also have your child do. The sentences which follow are scrambled sentences from the first two paragraphs of the story on worksheets 7c and 7d. Number these sentences in proper order. Then check your answers with the original story.

   1) If your child can read and write, have him read the examples which follow. Then have him arrange these in logical order.

   2) If your child cannot read or write, read the first two paragraphs on the following page to him and have him tell you what the paragraphs were about. Check to see if his thoughts are in logical order.

__ Today was his sixth birthday, and he still had no pet.

__ No matter how many times he asked his parents, they said, "Wait until you are older. Wait until you can take care of a pet by yourself."

Worksheet 7c

___ Ever since Jack was three years old, he wanted a pet of his very own.

___ And then he heard him say, Jack, I think you're now old enough to take care of your own pet. What would you like?"

___ As he sat on the back steps thinking about this, he heard his dad drive home from work and come around to the back of the house.

****

JACK GETS A PET OF HIS OWN

Ever since Jack was three years old, he wanted a pet of his very own. No matter how many times he asked his parents, they said, "Wait until you are older. Wait until you can take care of a pet by yourself." Jack thought that that day would never come. Today was his sixth birthday, and he still had no pet.

As he sat on the back steps thinking about this, he heard his dad drive home from work and come around to the back of the house. And then he heard him say, "Jack, I think you're now old enough to take care of your own pet. What would you like?"

Jack knew what he wanted for a long time. "Oh, a puppy, a puppy," he said. "I'd like a little black and white dog. And I want to teach him tricks. When can I get it? When can I get it?"

Jack's dad said, "Well, now that you are six years old, we're going to give you more allowance each week, and as soon as you save half of the price of a puppy, you can have the dog you want. I know you have saved some money now, so it shouldn't take too long.

"In the meantime, why don't we start looking at different dogs. That will help give you an idea of the kind you might really like."

That Saturday Jack, his dad, and his mother went to the pet store. Then they went to the Animal Rescue League. As Jack and his mom and dad went down the aisles and looked into all the cages, Jack saw so many dogs he would like to have. "Maybe I made a mistake in wanting a black and white dog," he thought as he saw a brown wavy-haired dog look at him with the biggest eyes he had ever seen.

Worksheet 7d

He thought the same thing as he passed cage after cage after cage. There was the light brown dog with the pointed face and tail. There was the black curly haired poodle which looked at him as if he was saying, "Please take me." There were so many, many dogs. How could he know which he would like?

Then he saw it--the kind of dog he had always thought about. It had smooth hair. It was black and white, and it had a black patch over one eye. And when he stopped at the cage, the dog's tail kept wagging back and forth as if he was saying, "I am your friend. I am your friend."

"That's the dog I want. That's the dog I want. Let's see how much it costs!" Jack called to his dad.

The man at the desk got a card from the file and said, "Well, let's see now. You like the dog in cage 49. That's Squeegie. His former owner brought him in just three days ago saying he couldn't keep him because he moved into a trailer. . . . Nice puppy, too. Let's see what else the card says. . . . Partly house-broken . . . five months old . . . has all shots."

And when Jack heard him say, "Five dollars," he was so happy. He already had five dollars, and he wouldn't have to wait any more!

"Can I get it now, can I?" he asked his mom and dad.

"Of course, Jack. We like the dog, too," his dad said. Let's bring a collar for him and a chain."

All the way home, Jack held Squeegie in his lap. Never had he had such a happy day!

3. Discuss: Entire worksheet.

NOTES:

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Representative answers to number 1.

For many months; One evening; After discussing; Because it was fairly early; It only took; They looked around; They found; John and Mary Jones; They were told; Mary wanted; They drove home.

MORE ON ARRANGING THOUGHTS IN PROPER ORDER

Worksheet 8a

1. Directions: Here is another exercise which you can do with your children. In the workshop, however, you are to do the exercise. First, form teams. Choose a book from the list used with this workshop and select a paragraph from the book. Rearrange, in the space below, the sentences from the paragraph. When you are finished, exchange the worksheet with your partner. Your partner should then arrange them in the order in which they might occur in the paragraph. Check your partner's work.

SCRAMBLED SENTENCES:

SENTENCES ARRANGED IN LOGICAL ORDER:

Worksheet 8b

2. Directions: Form teams. Each participant should select a newspaper comic strip, cut it in sections and mix up the order. His team mate should then rearrange the newspaper comic sections in good order. (If there is no time to do this in the workshop, try this with your child as an aid to logical thinking.)

3. Discuss: Entire worksheet.

NOTES:

HELPING YOUR CHILD GET THE MOST OUT OF WHAT HE READS

Worksheet 9a

1. Directions: These worksheets will exemplify activities which you can do with your child to help him get the most out of what he reads. You can do these activities in this workshop as a first step in helping your child do the similar activities at home.

1) Write another title for the story in Worksheet 7. (At home, choose paragraphs from children's books and have your child write or tell you titles for the paragraphs.)

Title: ______________________________

2) Write questions from the story on Worksheet 7 which you could ask your child.

____

____

____

____

____

____

3) List all the things you remember from the paragraphs. Use the telling words "Who," "What," "When," "Where," and "Why" as key words to remembering.

Who? ______________________________

What? ______________________________

When? ______________________________

Where? ______________________________

Why? ______________________________

Worksheet 9b

4) In two sentences, write what the first paragraph was about.

____

____

____

5) Make up a different ending for the story on Worksheet 7.

____

____

____

____

2. Discuss: Entire worksheet.

NOTES:

BOOK REPORTS: DOES YOUR CHILD TUNE IN OR TUNE OUT?

Worksheet 10a

1. Directions: Answer the following questions.

   1) What is the first thing you think of when you hear the words "book report?"

   ____

   2) When you were a child, what was your reaction to making a book report?

   ____

   ____

   3) Does your child react the same way you did?

   ____

2. Directions: List various ways a parent can help his child "tune in" to book reports.

   ____

   ____

   ____

   ____

REMEMBER: THERE IS A VARIETY OF THINGS YOU CAN DO TO HELP YOUR CHILD "TUNE IN" TO READING.

Have your child tell about:

1) The person in the story he liked the most or the person in the story he liked the least. Using all the methods of developing language skills, have him describe the persons. Were they happy? Sad? Beautiful? Strong? Sick? Lonely?

2) The entire story. For a very young child just beginning to write, this is a good introduction to making reports. It is as easy transition to later written book reports, for he has already been "making reports."

3) Have him act out the story himself or with the use of puppets.

4) Have him tell how the story might be changed if a different ending were written.

5) Ask him if the story reminds him of anything in real-life situations, of anything in the news.

6) Have him pick out favorite words, new words, words he would like to use.

7) Show that you are interested in sharing his experience. Show that you are interested in the book he has read.

3. Directions: After reading the above list of suggestions, check those you would like to try with your child.

4. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 11

1. Directions: Participants form teams. Each team lists in the space below, the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Choose one activity similar to that suggested in worksheets 7 or 8 (to help your child arrange his thoughts in logical order); or choose one activity suggested in worksheet 9 (to help your child get the most out of what he reads). Write this activity which you will do with your child in the space below.

   2) If you wish to choose another goal of your own, write this in the space below:

   My alternate goal: ______

3. Discuss: Entire worksheet.

NOTES:

REFERENCES

Betts, E. A. Foundations of Reading Instruction. ____________________; n.d.

Larrick, Nancy. A Parent's Guide to Children's Reading. New York: Simon and Schuster, Inc., Pocket Books, 1972.

Russell, David H. and Etta Karp. Reading Aids Through the Grades. New York: Columbia University Teacher's College Press, 1951.

HOW TO MOTIVATE OUR CHILDREN

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Motivating Forces a, b
2. Helps to Approaching Tasks with Confidence a, b
3. Helps to Approaching Tasks with Confidence a, b
4. Different Ways to Reinforce Actions a, b
5. Getting a Child to Try Something New a, b
6. How to Help the Child Feel Good About Himself a, b
7. Remember Statements
8. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at the previous workshop.
2. Discuss:

   - Why did you come to this workshop?
   - What makes (or helps) you want to try new things?
   - If someone continually "puts you down," what is your response? Does this cause you to feel good about yourself?
   - If you lack confidence, are you as apt to try new things as when you have confidence?
   - What effect would similar experiences have on our children?

3. Introduce: How to Motivate Our Children workshop series and goals of the series: To evaluate methods of motivating children and to adopt specific methods of motivation according to each individual situation.
4. Introduce: Workshop I and goal of this workshop: To examine motivating forces which can change a child's behavior, the reinforcements of behavior, the ways to boost a child's confidence, and the links between self-concept and motivation.

5. Present and do exercises: Worksheets 1 a, b--Motivating Forces

6. Discuss:

   * Could you say that high self-esteem is a basis for adult motivation as well as for children's motivation?

   * What ways could a parent use to help a child approach a task with confidence?

7. Present and do exercises: Worksheets 2 a, b--Helps to Approaching Tasks with Confidence

8. Present and do exercises: Worksheets 3 a, b--Helps to Approaching Tasks with Confidence

9. Discuss:

   * How can we reinforce a good attitude or a desired behavior in our children?

   * What can we do or say that would make a child maintain a good attitude or a desired behavior?

10. Present and do exercises: Worksheets 4 a, b--Different Ways to Reinforce Actions

11. Discuss:

    * How can we get our child to try something new?

12. Present and do exercises: Worksheets 5 a, b--Getting a Child to Try Something New

13. Present and do exercises: Worksheets 6 a, b--How to Help the Child Feel Good About Himself

14. Discuss:

    * What is one (or more) fact in this workshop which you think is important to remember?

15. Present and do exercises: Worksheet 7--Remember Statements

16. Present and do exercises: Worksheet 8--Draw Your Own Conclusions--Set Your Own Goals

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A Series
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Worksheet Package
For

HOW TO MOTIVATE OUR CHILDREN--I

MOTIVATING FORCES

Worksheet 1a

1. Directions: Read the following "REMEMBER" statement and the list of forces which cause one to do something. Fill in the blanks with suggestions of your own.

> REMEMBER: MOTIVATION IS A FORCE THAT CAUSES ONE TO DO SOMETHING. THIS FORCE CAN COME FROM WITHOUT (EXTRINSIC) AND WITHIN (INTRINSIC).

Outside forces that motivate	Inside forces that motivate
1) Rewards	1) Happiness in reaching a goal
2) Punishment	2) Feeling good with success
3) Praise	3) ____________________
4) ____________________	4) ____________________
5) ____________________	5) ____________________

2. Question: What outside forces can lead to inside motivation? (Check the bottom of worksheet 1b for representative answers.)

3. Directions: Read the following statement. Underline the part or parts which are important to you as a parent. List them in order of their importance below the statement.

> "Parents frequently say, 'I wish I knew how to motivate my child.' Remember: high self-esteem is the mainspring for motivation. The child's belief, 'I have capacity! I can do! I have something to offer!' turns on his 'go-power.' Challenges are fun when you think you can handle them. When you feel you can't cope, interest quickly lags. As Emerson said, 'Self trust is the first secret of success.'"*

---

*Dorothy Corkville Briggs, Your Child's Self-Esteem (Garden City, New York, 1970), p. 272. Used by permission of the publisher, Doubleday and Company, Inc.

Worksheet 1b

The following statements are important to me as a parent:

1) ____

____

2) ____

____

3) ____

____

4. Discuss: Entire worksheet.

NOTES:

****

Representative answer to # 2.

> Rewards can lead to tasks accomplished and goals reached. These accomplishments and reaching of goals can lead to inner satisfaction and a feeling of being worthwhile. This feeling of "I can do it," can, in turn, lead to further interior motivation.

HELPS TO APPROACHING TASKS WITH CONFIDENCE

Worksheet 2a

1. Directions: Read the following examples of things a parent can do to help a child approach a task with confidence. Under each example are statements of parents which would have a positive effect and statements which would have a negative effect. Cross out the statements that would have a negative effect--that would not help a child approach a task with confidence.

A Parent Can:

1) HELP HIS CHILD FEEL GOOD ABOUT HIMSELF.

(1) To a 12-year old: "You want to make a dress; why you can't even thread a needle. Let's see some improvement in the way you sew the buttons on your clothes, and then we'll see about making a dress."

(2) To an 8-year old: "You said you'd like to help me cook, so I've bought you this special recipe box for your own recipes."

(3) To a 6-year old: "I can't see why you can't learn to read like your brother did. You must not pay attention to the teacher. You both had Miss Brown, and I know she's a good teacher."

2) LET HIS CHILD PARTICIPATE IN THE DECISION. THIS HELPS DEVELOP RESPONSIBILITY AND A FEELING OF BEING ABLE TO ACCOMPLISH NEW TASKS.

(1) To a 10-year old: "Why don't you come shopping with me for your new dress? Let's mark off Saturday afternoon for a special shopping trip."

(2) To a 12-year old: "You don't like the dress I bought! Well, you'll have to wear it anyway. It was on sale, and I couldn't afford to pass it up. It seems to me you're mighty ungrateful."

(3) To an 8-year old: "There's a new course in physical fitness for parents and children that's starting at school next week. I think it would be fun to go together. What do you think?"

Worksheet 2b

3) TRUST--GIVE HIS CHILD A CHOICE BETWEEN TWO ALTERNATIVES AND THEN ACCEPT AND STAY WITH THAT CHOICE EVEN IF THE PARENT THINKS IT IS NOT THE BETTER ONE.

(1) To an 8-year old: "This weekend, you can stay overnight at Jim's or go to a movie."

(2) When the weekend arrives: "I know you said you'd rather go to the movie, but I got thinking it really would be better if you stayed with your cousin."

(3) To a 5-year old: "I've laid out your red, white and blue dress for you to wear tomorrow to school. You can choose the stockings you'd like to wear with it--the red knee highs or the blue tights."

2. Discuss: Entire worksheet.

NOTES:

HELPS TO APPROACHING TASKS WITH CONFIDENCE

Worksheet 3a

1. Directions: There is one example given for each of the following things a parent can do to help a child try new things. After each example, write one of your own using words that would encourage a child.

1) USE WORDS THAT ENCOURAGE

(1) "I'm so glad you tried out for the play, even if it's a musical. That shows a lot of determination."

(2) ____________________

____

____

____

2) LET YOUR CHILD EXPERIENCE CREATIVE TASKS AND NEW EXPERIENCES. REMEMBER, THESE ARE BASES FOR INTELLECTUAL GROWTH.

(1) "Let's go to the woods and collect the leaves, now that they are turning such beautiful colors!"

(2) ____________________

____

____

____

3) DON'T SET HIGH GOALS WHICH ARE IMPOSSIBLE TO REACH. THIS CAN DISCOURAGE A CHILD.

(1) "I'm really pleased with the 'B' you got in language arts. I know you worked as hard as you could."

(2) ____________________

____

____

____

Worksheet 3b

4) DON'T BE TOO OVERPROTECTIVE OR TOO DOMINATING.

(1) "I think you'd better wait until you're older to try that. You might get burned if you cook a meal by yourself. Just let Mommie do it until you're at least ten years old."

(2) ____

____

____

(3) "I really enjoyed the supper you cooked. The soup and cake were delicious. It's helpful to have an eight year old who can cook."

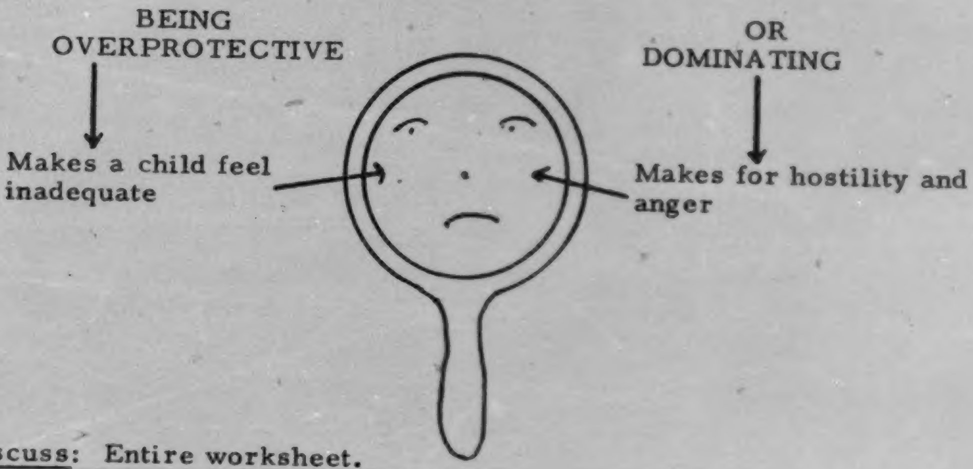
(4) ____

____

____

> REMEMBER: BEING OVERPROTECTIVE OR TOO DOMINATING CAN HURT SELF-ESTEEM AND AFFECT MOTIVATION.

THE CHILD'S IMAGE OF HIMSELF


BEING OVERPROTECTIVE
Makes a child feel inadequate
OR DOMINATING
Makes for hostility and anger

2. Discuss: Entire worksheet.

DIFFERENT WAYS TO REINFORCE ACTIONS*

Worksheet 4a

1. Directions: Fill in the blanks below. Representative answers are at the end of worksheet 4b. Then read "FORCES THAT REINFORCE."

Motivation is __________ that causes us to ______________.

It come from __________ (extrinsic) and ________________

(intrinsic) ourselves.

FORCES THAT REINFORCE

Social

These forces from without that reinforce behavior can be classified into three categories. One category--the social group--includes attention, smiles, affection, correct praise--all those things which make a child feel good about himself.

Token

There are other forces that reinforce a behavior. We can give stamps, gold stars on a chart, points on an activity chart or the like. These are tokens.

Activity

Then we can reinforce with activities that come after a certain behavior--going to the movies, to the park, to a desired activity. We often reinforce with activities. Here are some typical examples:

1) When you do all of your Saturday jobs, you can go to the movies this afternoon.

2) When you clean up the yard after last night's storm, we'll have a picnic in the park.

3) Because you put the forks away neatly, you can set out all of the silverware.

2. Directions: The examples above show behavior and consequences which reinforce the behavior. Using these examples, write three similar behaviors and three behavior outcome statements. In your examples, include different reinforcers of behavior.

---

*See Wesley T. Becker, Parents Are Teachers (Champaign, Illinois, Research Press, 1974), p. 27. See also Unit 2, pp. 27 - 45.

Worksheet 4b

1) ______________________________

____

____

____

2) ______________________________

____

____

____

3) ______________________________

____

____

____

3. Question: What kind of reinforces are used in your above examples--social, token, or activity reinforcers?

1) ______________ Reinforcers

2) ______________ Reinforcers

3) ______________ Reinforcers

4. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 1.

Force, do something, without, within

GETTING A CHILD TO TRY SOMETHING NEW

Worksheet 5a

1. Directions: Read the following account and answer the questions which follow.

John, age one and a half, has a father and mother who give him praise and attention. Whenever John performs a desired activity, they give verbal praise and often couple this with affectionate smiles and hugs.

John is told to pick up his toys. When he puts them all in his box, his mothers responds with smiles and words of happiness, showing she is pleased with, "That's a help,John." Sometimes, she claps her hands. Sometimes, she gives him a big hug. All correct behavior is praised. It is apparent John feels good about himself.

One night, John's parents decide to get him to do something new. They say,"Go to bed, John." Without any fuss, John starts to climb the steps to his room--turns around and waves to his parents below. Both parents praise him, and his mother goes up with him to put him to bed. It is obvious that this reinforcing is causing John not to be afraid to try something as new to him as going to bed by himself. He shows he has confidence in himself.

(Note: Although John started for bed himself, his mother went with him soon afterwards, so physical warmth and affection accompanied the verbal praise from his parents.)

2. Questions:

1) What were John's parents doing--as far as John's behavior was concerned?

____

____

____

____

Worksheet 5b

2) What reinforcers did they use to help him feel good about himself?

____

____

____

3) Did they reinforce this behavior immediately?

____

____

____

REMEMBER: BEHAVIOR SHOULD BE REINFORCED AS SOON AS POSSIBLE. IT SHOULD BE ACCOMPANIED BY WARMTH AND AFFECTION.

3. Discuss: Entire worksheet.

NOTES:

HOW TO HELP THE CHILD FEEL GOOD ABOUT HIMSELF*

Worksheet 6a

1. Directions: Read the following statements. Rank the items in each column from 1 to 6 in the order of their effect.

TO HELP THE CHILD FEEL INSECURE	TO HELP THE CHILD FEEL SAFE AND WORTHWHILE
) Continually judge the child. Scold, blame and criticize him a lot. Always show him how wrong he is and how right you are. When he speaks up, put him down. Remind him of his ignorance, inexperience, and proneness to error.	) Play down personalities. Discuss specific problems with the child. No matter whether the child is right or wrong, experienced or inexperienced, he's still a VIP (Very Important Person) and always worth listening to.
) Seek to control by applying pressure. Try to stop, start or change the child. Manipulate or use force in getting the child to see things your way. After all you're the "Boss."	) Invite the child to share responsibility for solving problems. Work together to improve conditions. Avoid trying to impress the child of your greater knowledge, rightness, or general superiority.
) Be detached, disinterested, indifferent. Have little concern or respect for the child. If the child balks at seeing things your way, simply don't care. Be a neutral, cool cat.	) Show real interest in the child and his viewpoint. Respect him and his opinion. Care about the outcome of your discussion. Help the child be right instead of proving him wrong.
) Use tricks and maneuvers to get your way. Hide your real purpose. Think it's O.K. to use deceit or to "snow" the child to get your way. Bribing is a swell gimmick, too.	) Be open about your aims. Be spontaneous instead of sneaky. Frankly admit what's in it for you. Negotiate and compromise if it's called for.
) Flaunt your superior size and/or wisdom. Use your position to browbeat, frighten, intimidate and subdue the smaller child. Never let the child have a say in what's going on. After all, he hasn't lived, and you have.	) Show the child he is an equal--O.K. as a person. How? By respecting his views, feelings, opinions. Make suggestions and requests but refrain from orders, commands and demands. Use peaceful persuasion instead of trying to dominate and coerce.

---

*Adapted from material from and used by permission of Parent Education Association, Columbia, Mo. Based on research by Dr. Jack Gibb.

Worksheet 6b

) Be dogmatic, utterly certain of your divine rightness. Stubbornly withold offers to compromise, stick to your guns. Be the final authority on everything. You know it all!	) Offer your views as flexible and only tentative. You could be mistaken. You are willing to change your mind in the face of other evidence, and you welcome it.

2. Discuss: Entire worksheet.

NOTES:

REMEMBER STATEMENTS

Worksheet 7

1. Directions: Read the following "REMEMBER" statements and underline any which you would like to remember.

REMEMBER: CHILDREN SEE THEMSELVES ACCORDING TO THE WAY WE RESPOND TO THEM. FROM OUR NON-VERBAL EXPRESSIONS (FROM FROWNS TO SMILES) AS WELL AS OUR VERBAL EXPRESSIONS OF "THAT'S GOOD" OR "BAD" OR "STUPID," CHILDREN FORM AN IMAGE OF THEMSELVES AS DUMB, SMART, LOVABLE AND CAPABLE.

REMEMBER: IF WE FEEL WE ARE CAPABLE, WE ARE MORE LIKELY TO TRY SOMETHING NEW. CHILDREN REACT IN THE SAME WAY.

REMEMBER: IF OUR GOALS FOR CHILDREN ARE SET TOO HIGH AND UNREALISTICALLY, CHILDREN WILL FEEL FRUSTRATED IF THEY ARE NOT ABLE TO REACH THEM. IF THEY BECOME FRUSTRATED, THEY CAN TEND TO AVOID TRYING NEW THINGS AT WHICH THEY MIGHT FAIL.

REMEMBER: A CHILD'S POSITIVE SELF-CONCEPT INFLUENCES HIS MOTIVATION.

CHILD'S SELF-CONCEPT IS POSITIVE IF HE

1) Feels good about himself and family.
2) Believes he can be successful.
3) Feels what he say counts.

PARENT'S ATTITUDES THAT BUILD POSITIVE SELF-CONCEPT

1) Value the child as an individual with individual personality and potential.
2) Respond to the child showing you value his opinions, interests, that you care.
3) Avoid constant criticizing.
4) Give praise when deserved.

2. Discuss: Entire worksheet.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 8

1. Directions: Participants form teams. In four minutes time, list the main points covered in this workshop.

2. Directions: Set goals for the week.

    1) From the "REMEMBER" statements in worksheet 7, select those which have the most meaning to you. Follow the principles in these statements at least once a day.

    2) Underline the above goal if you agree to work toward this. If you wish to set a goal of your own, write this in the space below.

    My alternate goal: ______________________

3. Discuss: Entire worksheet.

NOTES:

HOW TO MOTIVATE OUR CHILDREN

Workshop II

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. What Would You Say If . . . ? a, b
2. Behaviors and Consequences a, b
3. Behaviors and Consequences a, b
4. Praise: Positive and Negative Results a, b, c
5. Realistic and Unrealistic Praise a, b
6. Realistic and Unrealistic Praise a, b
7. Helpful Praise--Words and Possible Meanings a, b
8. Review of Reinforcers that Can Change or Strengthen Behaviors a, b
9. Draw Your Own Conclusions--Set Your Own Goals a, b

Plan:

1. Review: Principles covered at the previous workshop.

2. Discuss:

   * Participants' experiences during the past week. Did "REMEMBER" statements help in motivating your child to try new things or to change behavior?

3. Introduce: How to Motivate Our Children--Workshop II and goal of this workshop: To examine behaviors and consequences and to evaluate praise as a means of changing behavior.

4. Present and do exercises: Worksheets 1 a, b--What Would You Say If . . . ?

5. Discuss:

   * Would statements similar to those on Worksheets 1 a, b cause us to try something new?

   * What kinds of similar statements do we sometimes make to our children?

   * Do these show a child he is valued? Do they help build self-esteem?

6. Present and do exercises: Worksheets 2 a, b--Behaviors and Consequences

7. Discuss:

   * What were some behaviors (and consequences of those behaviors) you experienced today ?

   * What is the biggest reward you experience as a parent?

   * In how many ways were you rewarded today? This week?

8. Present and do exercises: Worksheets 3 a, b--Behaviors and Consequences

9. Discuss:

   * Is praise always helpful to a child?

   * How do you react to sincere praise?

10. Present and do exercises: Worksheets 4 a, b, c--Praise: Positive and Negative Results

11. Present and do exercises: Worksheets 5 a, b--Realistic and Unrealistic Praise

12. Discuss:

    * Do we always feel kind and loving toward others in our family?

    * Do we expect our children to always feel loving toward us?

    * How do we react if our children say they are angry at us or at someone else?

13. Present and do exercises: Worksheets 6 a, b--Realistic or Unrealistic Praise

14. Present and do exercises: Worksheets 7 a, b--Helpful Praise--Words and Possible Meanings

15. Present and do exercises: Worksheets 8 a, b--Review of Reinforcers than Can Change or Strengthen Behaviors

16. Present and do exercises: Worksheets 9 a, b--Draw Your Own Conclusions--Set Your Own Goals

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Family Learning Center Workshops

A Series
For Growth and Getting Along Together

Worksheet Package
For

HOW TO MOTIVATE OUR CHILDREN--II

WHAT WOULD YOU SAY IF . . . ?

Worksheet 1a

1. Directions: Read the following statements. If these were said to you:

1) Write exactly how you would feel after each response.

2) Write Yes or No in answers to this question: Would this statement cause you to change your behavior.

3) Write Yes or No depending on whether or not it would boost your self-concept.

Husband to wife: "Why can't you stop that constant nibbling? All you do is eat--eat--eat. Have you no self-control? You'd think you could watch your diet?"

(1) How would you feel?

____

____

(2) Would you change your behavior?

____

(3) Would this statement boost your self-concept?

____

Mother to grown, married daughter: "I really don't think you're able to get a job. You know how you almost failed mathematics. And, besides, you have all you can do to keep your house in half-way good order."

(1) How would you feel?

____

____

(2) Would you change your behavior?

____

(3) Would this statement boost your self-concept?

____

Worksheet 1b

Office worker to friend: "Of course, you can try to ask for a raise, but I don't think it will do any good. You know our boss is prejudiced against women of our age. And, I will say, he always seems to 'have it in' for you especially."

(1) How would you feel?

____

____

(2) Would you change your behavior?

____

(3) Would this statement boost your self-concept?

____

Wife to husband: "Well, what can I expect from a no-good, lazy husband! Can't you ever get out of that chair and do something like a man, for a change?"

(1) How would you feel?

____

____

(2) Would you change your behavior?

____

(3) Would this statement boost your self-concept?

____

2. Discuss: Entire worksheet.

NOTES:

BEHAVIORS AND CONSEQUENCES*

Worksheet 2a

1. Direction: Read the following statements and sort out the behaviors and consequences of behaviors shown in them. (Refer to How to Motivate Our Children--Workshop I, if necessary.)

> Mother to children: "When you get all of your Saturday jobs finished in the morning, you can go to the movies this afternoon."
>
> Dad to boys: "That was quite a storm we had last night! But it's not going to spoil our Memorial Day plans. When you clean up the yard and get all the branches, we can go to the carnival."
>
> Grandmother to 3-year-old granddaughter: "When you put the forks away neatly, you can sort out the silverware drawer."

BEHAVIORS	CONSEQUENCES
1) ______________________	1) ______________________
2) ______________________	2) ______________________
3) ______________________	3) ______________________

2. Questions:

1) Are these statements similar to those you might say to your child or similar to things which were said to you as a child?

____

2) If your answer to the above was "yes," what was the result of using this type of statement to your children, or what was the result when you were a child?

____

____

---

*See also Wesley Becker, Parents are Teachers (Champaign, Illinois, Research Press, 1974), pp. 27-45.

Worksheet 2b

3. Question: In the above three statements, what one contains a different type of consequence than the other two? (Answers are at the end of the worksheet.)

   1) ____

   ____

   ____

4. Discuss: Entire worksheet.

NOTES:

****

Representative answer to number 3.

The 3-year-old learned that the consequence of her putting all the forks away would include something else she wanted to do--sort out all the silverware. She learned that she was trusted to handle two tasks. This helped her to feel good about herself in two ways: she felt trust of a respected adult and she felt good in being responsible to accomplish the tasks.

BEHAVIORS AND CONSEQUENCES

Worksheet 3a

1. Directions: Following the examples on worksheets 2 a, b, write two statements stating behaviors and consequences of behavior which you might say to your child. List the behavior and consequences below these statements.

1) ______________________________

____

____

____

Behavior: ______________________________

____

Consequence: ______________________________

____

2) ______________________________

____

____

____

Behavior: ______________________________

____

Consequence: ______________________________

____

2. Question: Would you call the consequences of the above statements and those shown on the preceding page rewards?

____

3. Question: Would you call them bribes? (See "REMEMBER" statement which follows.)

____

Worksheet 3b

REMEMBER: A BRIBE IS GIVING SOMETHING TO CHANGE BEHAVIOR WHICH A CHILD HAS BEEN TAUGHT NOT TO DO.

5. Directions: Read the following statements and rank them (1 - 4) in the order of importance to you:

> "Rewards are most helpful and more enjoyable when they are unannounced in advance, when they come as a surprise, when they represent recognition and appreciation." (Haim Ginott, Between Parent and Child, p. 66)*
>
> "If the reward is to be an effective reinforcement and motivator, it must be consistent and almost immediate." (Joseph and Lois Bird, Power to the Parents!, p. 82)**
>
> "Some of what we speak of as rewards are simply a part of the total environment we want to help create for our children rather than positive reinforcement for specific behavior." (Ibid, p. 77)*
>
> "Rewards can be effective. Many of our actions are motivated by anticipation of some reward, and there are, to be sure, rewards which will motivate a child." (Ibid, p. 76)*

6. Discuss: Entire worksheet.

NOTES:

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*Haim Ginott, Between Parent and Child (New York, Avon Books, Hearst Corp., 1969). Used by permission of Dr. Alice Ginott, literary executor.

**Joseph and Lois Bird, Power to the Parents! (Garden City, New York, 1972). Used by permission of the publisher, Doubleday and Co., Inc.

PRAISE: POSITIVE AND NEGATIVE RESULTS*

Worksheet 4a

REMEMBER: PRAISE, USED CORRECTLY, CAN BOOST A CHILD'S CONFIDENCE AND MAKE HIM A MORE SECURE PERSON.

REMEMBER: PRAISE, USED INCORRECTLY, CAN DAMAGE A CHILD'S SELF-WORTH: IT CAN CAUSE INNER TENSION AND CAN RESULT IN MISBEHAVIOR.

1. Directions: Read the following examples and write your reaction if this occured in your home:

   1) It is a day in which you have done what you consider to be only a run-of-the-mill job at tending to the home. In fact, you really feel guilty about not getting the house even straightened up. Your husband comes home from work and says, "The house really looks great! You're a great wife."

      My reaction: ______________________________

      ____

      ____

      ____

   2) You have heard somewhere that praise boosts a child's self-concept, so you decide to put it in practice. You know that Jimmy hasn't raked the yard as well as he could. However, thinking it is good to praise, you say, "What a great job that is, Jimmy. You're such a good boy."

      Jimmy's possible reaction: ______________________________

      ____

      ____

      ____

---

*See also Haim Ginott, Between Parent and Child, ch. 2 and Haim Ginott, Between Parent and Teenager, ch. 7.

Worksheet 4b

3) You have shopped all day on the first day of the "Swing into Summer" sale, and you really feel you saved money. As you go home, you are dead tired and hate to think of having to prepare the evening meal. You almost wonder if it was worth it--and begin to wonder if anyone really appreciates you. When you arrive home, you see that your husband has a pot of coffee ready for you. He greets you with, "Well, how did the day go? I thought about you at work today--battling those crowds so we could keep within our budget and maybe even save a little money. I'm surely glad you're such a good manager of the money. It boosts me up a lot!"

My reaction: ______________________________

2. Questions:

1) Which of the above would be the most helpful praise in your opinion. Why?

2) In the first example, how would you feel if you were Jimmy and knew you could have done a much better job? What do you think the parents could have said which would have been more beneficial to Jimmy?

Worksheet 4c

3) If Jimmy is praised as much for doing a poor job as a good job, would he feel there would be any reason to do a better than average job? Would he think his parents were sincere?

____

____

____

____

4) Would Jimmy feel that his parents think he is NOT CAPABLE of doing anything better than "half-way" work?

____

____

____

____

2. Discuss: Entire worksheet.

NOTES:

REALISTIC AND UNREALISTIC PRAISE

Worksheet 5a

1. Directions: Read the "REMEMBER" statements below as a background to this worksheet.

> REMEMBER: WHEN PRAISING A CHILD, DESCRIBE THE CHILD'S ACTUAL EFFORTS AND WHAT HE IS DOING.

> REMEMBER: DON'T MAKE SWEEPING, GENERAL STATEMENTS ABOUT THE CHILD'S PERSONALITY.

> REMEMBER: BE REALISTIC AND SINCERE, SO THE CHILD CAN REALLY USE YOUR WORDS TO HELP FORM A REALISTIC PICTURE OF HIMSELF.

2. Directions: Read the following examples and indicate which is helpful and which is harmful praise. Cross out the word which does not apply. (See answers at the end of worksheet 5b.)

EXAMPLE 1

Megan, aged three, loves to take the silverware out of the dishwasher and put it in the silverware drawer when she is at her grandmother's house. After such help, either of the following could occur:

Help Harm	Grandmother: Megan, that really is a help to grandmother. You did a fine job in putting the silverware away.
	OR
Help Harm	Grandmother: Megan, you're always such an angel!

Worksheet 5b

EXAMPLE 2

Jim, age 15, comes home from school, throws down his books on the table inside the door, and in a loud voice says: "It isn't fair! It isn't fair! I didn't make the honor roll. All that old Crayton gave me in biology was a C, and I needed a B this time. He just has it in for me."

Help
Harm

Mother: Well, that really is a shame. I can see what you mean. You really did deserve a B--maybe even an A. You're really a smart boy, and I wish they could see it.

OR

Help
Harm

Mother: You feel that Mr. Crayton isn't fair. I know how disappointed you must be. But let's look at the rest of the card. All in all, it shows really good effort.

2. Discuss: Entire worksheet.

NOTES:

****

Representative answers.

In example 1, Megan, in truth, was not always an angel, and she knew this. Sweeping, general statements such as the latter only show a child one is not sincere, that she doesn't really merit what is said. The child's inner reaction does not agree with the praise. The grandmother's words do not fit the child's realistic picture of herself. This can set up a tension inside. It can also cause a child to misbehave just so that she can show her "true self."

In the second answer of example 2, Jim's mother showed sincere interest in Jim's progress and real ability. First, she demonstrated "active listening" (a principle we'll discuss in length in the workshops on communication) showing Jim she understood how he was feeling. She did not "over praise" when he didn't deserve this but realistically treated the situation, pointing out the good points in his report.

REALISTIC AND UNREALISTIC PRAISE

Worksheet 6a

1. Directions: Read the following "Case of the Flying Ashtray." What does it tell you about praise?

____

____

____

THE CASE OF THE FLYING ASHTRAY: A STORY WITH A MORAL*

"It was early in the morning, the Monday after Thanksgiving weekend. The woman on the telephone sounded frantic. 'Figure this out,' she said, 'if you can.' 'Here we are in the car, the whole family. We drive four hundred miles from Pittsburg to New York. In the back of the car, Ivan behaved like an angel, quiet and deep in thought. I said to myself, 'He deserves some praise.' We were just entering the Lincoln Tunnel when I turned to him and said, 'You are such a good boy, Ivan. You behaved so well. I am proud of you.'

"A minute later the sky fell on us. Ivan pulled out an ashtray and spilled its contents all over us. The ashes, the cigarette butts, and the smoke kept coming, like atomic fallout. We were in the tunnel, in heavy traffic, and we were choking. I could have killed him. If it were not for the other cars around us, I would have murdered him on the spot. And what burned me up the most was that I had just praised him so sincerely. Isn't praise good for children any more?

"Weeks later Ivan himself revealed the cause of the explosion. All the way home he had been wondering how he could get rid of his younger brother, who was snuggled up between mother and father in the front of the car. Finally the idea occurred to him that if their car were jacknifed in the middle, he and his parents would be safe, but the baby would be cut in two. Just then mother had congratulated him on his goodness. The praise made him feel guilty, and he wanted desperately to show that he did not deserve it. He looked around, saw the ashtray, and the rest followed instantly."

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* Haim Ginott, Between Parent and Child (New York, Avon Books, Hearst Corp., 1969), p. 43-44. Used by permission of Dr. Alice Ginott, literary executor.

Worksheet 6b

2. Directions: Read the "REMEMBER" statement below and underline that part of the statement you think is most important to you.

> REMEMBER: IT IS NOT UNUSUAL FOR A CHILD TO HAVE DESTRUCTIVE THOUGHTS AGAINST OTHER FAMILY MEMBERS. PRAISE ACTION, NOT PERSONALITY, TO AVOID CAUSING INNER TENSION.

3. Discuss: Entire worksheet.

NOTES:

FLC: 336

HELPFUL PRAISE--WORDS AND POSSIBLE MEANINGS

Worksheet 7a

1. Directions: Read the "REMEMBER" statement below and the example which follows as background to this worksheet.

> REMEMBER: WHEN WE PRAISE SOMEONE, THE LISTENER HEARS OUR PRAISE IN ACTUAL WORDS: HE ALSO DRAWS OTHER MEANINGS FROM WHAT WE SAY. THIS HELPS TO FORM A POSITIVE--OR A NEGATIVE--SELF IMAGE.

Example: Mother (to four-year-old child): I'm so glad you brought up all those clean diapers from the top of the dryer and put them in the baby's dressing table. That just saved me an extra trip. It would really help me if you would carry up all of his clothes every time I do the laundry.

Child hears: I can do some of the "Work" Mommie can, and she is letting me do even more. She thinks I am able to help.

2. Directions: Read the following statements.

1) How would you react to the following behaviors with praise that is helpful? Write your comments below each statement.

2) Write in the silent meanings the child hears in addition to your actual words.

Ted, aged 13, "hosed off" the carport without being told to do it--on a night you were planning to have company.

You say: ____________________

____

____

Ted hears: ____________________

____

____

See also Haim Ginott, Between Parent and Child, pp. 48-50.

Worksheet 7b

You have been called out of town because of the illness of your father. When you come home, dead tired and hungry at 7:00 p.m. on Sunday night, you see that your two children, 13 and 11, have cleaned the house thoroughly and have a hot meal waiting for you in the oven.

You say: ____

____

____

The children hear: ________________________________

____

____

Jack, the youngest of three children, brings home consistent grades of C in English class. Today he comes in and announces, "Guess what! I got a B on my term paper!"

You say: ____

____

____

Jack hears: ______________________________________

____

____

3. Discuss: Entire worksheet.

NOTES:

REVIEW OF REINFORCERS
THAT CAN CHANGE OR STRENGTHEN BEHAVIORS

Worksheet 8a

1. Directions: The columns below contain examples of social and activity reinforcers which can change behavior. Fill in the blanks in each column below with examples of your own.

Social and Verbal Reinforcers

1) Praise
2) ______________________________
3) ______________________________
4) ______________________________
5) ______________________________

Non-verbal expressions

1) ______________________________
2) ______________________________
3) ______________________________

Activity Reinforcers

1) Going to the movies
2) Staying up an extra hour on the weekend
3) Having a slumber party
4) Going on a special shopping trip
5) Helping cook a meal
6) Having time to use the telephone
7) ________________________
8) ________________________

2. Questions:

1) What kinds of reinforcers can be used in addition to the above? (Answers are at the end of worksheet 8b.)

____

2) What is your opinion of using token reinforcers?

____

____

____

Worksheet 8b

REMEMBER: WHEN A CHILD IS FIRST LEARNING THE HABIT, REWARD HIM EVERY TIME THE ACTION OCCURS. THEN LATER, REWARD HIM OCCASIONALLY.

3. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 2.

Token reinforcers: gold stars, stamps similar to trading stamps, poker chips, play money, etc.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 9a

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Write behavior in your child you wish changed or strengthened.

   2) Write what type (types) of reinforcers you will use to strengthen or change behavior.

SOCIAL	ACTIVITY	TOKEN

   3) Before the next workshop, write the result.

Worksheet 9b

4) Underline the above goal if you wish to work toward this. If you wish to set a goal of your own, write this in the space below.

My alternate goal: ______________________________

____

____

____

3. Discuss: Entire worksheet.

NOTES:

HOW TO MOTIVATE OUR CHILDREN

Workshop III

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Changing Behavior (Jimmy and the Alarm Clock) a, b
2. Changing Behavior (Responsible Tom) a, b
3. Progress Chart a, b
4. Agree-Disagree Statements a, b
5. Making Clearly Understood Rules a, b, c
6. Draw Your Own Conclusions--Set Your Own Goals a, b

References

Plan:

1. Review: Principles covered at last workshop.

2. Discuss:

   - During the past week, how many used helpful praise with your child more than before?
   - Have you noticed any difference in behavior because of this?
   - Are there any individual experiences in motivating your child you would like to share?

3. Introduce: How to Motivate Our Children--Workshop III and goal of this workshop: To further study behavior and consequences, and the use of social and activity reinforcers; to analyze token reinforcement, progress charts and some specific characteristics of effective rule making.

4. Discuss:

   - If an activity gives you personal satisfaction, are you more likely to accomplish it?
   - How do you feel about succeeding at something you didn't think you were able to do?
   - In your role as parent, what type of reward gives you most satisfaction?

5. Present and do exercises: Worksheets 1 a, b--Changing Behavior (Jimmy and the Alarm Clock)

6. Discuss:

   * How do you get your child to assume his share of responsibility?

   * If you had a child who refused to perform his assigned tasks, what would you do?

7. Present and do exercises: Worksheets 2 a, b--Changing Behavior (Responsible Tom)

8. Present and do exercises: Worksheets 3 a, b--Progress Chart

9. Discuss:

   * How many of you use some kind of chart to help your child keep a record of his assigned tasks?

   * If so, what kind do you use? Have you used it long? Is it helpful to your child?

10. Present and do exercises: Worksheets 4 a, b--Agree-Disagree Statements

11. Discuss:

    * How do you get your children to follow rules?

    * How do you get your child to follow a new rule?

12. Present and do exercises: Worksheets 5 a, b, c--Making Clearly Understood Rules

13. Present and do exercises: Worksheets 6 a, b--Draw Your Own Conclusions--Set Your Own Goals

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HOW TO MOTIVATE OUR CHILDREN--III

CHANGING BEHAVIOR
(JIMMY AND THE ALARM CLOCK)

Worksheet 1a

1. Directions: Read the "REMEMBER" statements below as a background for the remainder of the worksheets.

> REMEMBER: IF A GOAL HAS A PERSONAL VALUE FOR A CHILD, HE CAN TRY TO REACH THE GOAL.

> REMEMBER: SUCCEEDING AT SOMETHING NEW CAN HELP A CHILD FEEL GOOD ABOUT HIMSELF.

> REMEMBER: IN ADDITION TO SOCIAL AND ACTIVITY REWARDS, THE USE OF TOKEN REINFORCERS CAN HELP A CHILD FEEL GOOD ABOUT HIMSELF.

2. Directions: Read the following paragraphs showing how one mother got her child to do something he had not done earlier. After reading the paragraphs, list all behaviors and consequences in the columns below, following the example shown.

Jimmy's mother complained that he constantly dawdled. She kept after him, constantly laying out his clothes, drawing his bath water, calling him repeatedly and scolding repeatedly. If she didn't do these things, she said, he would never get to school on time. By the time Jimmy was off to school, his mother was exhausted, for she had spent all of the energy on negative behavior. She did not realize that her attention was actually reinforcing his unwanted behavior.

She changed her behavior and avoided giving so much attention to negative behavior but began to concentrate on praising good behavior. She bought him an alarm clock and told him, "When the alarm rings, it is your responsibility to get out of bed." She talked to his teacher, who agreed to cooperate with her. If Jimmy was late for school, he would have to make up the time he missed in the afternoon, after school.

Worksheet 1b

Jimmy was surprised when he was given the alarm clock, both with the clock and with the fact that his mother's actions told him she felt he was responsible. The first week, he arrived at school on time three times out of five. The second week, four out of five times. By the third week, he was at school promptly every morning. He felt good about himself--he was doing what the rest of his class was doing and enjoyed the time before school to talk to the other boys.

BEHAVIORS	CONSEQUENCES
1) Jimmy dawdled	1) Mother laid out clothes
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)
7)	7)

3. Discuss: Entire worksheet.

NOTES:

CHANGING BEHAVIOR (RESPONSIBLE TOM)

Worksheet 2a

1. Directions: Read the following paragraphs. Then list all behaviors and consequences in the columns of the following worksheet.

Despite the fact that Tom assumed no responsibility for any of his assigned jobs around the house, Tom's mother was in the habit of giving him money for a coke every night. She did this because she said she loved Tom and that she didn't want to hear him complain if she would stop what she had been doing for so long.

However, she was beginning to see that Tom was growing up without any responsibilities. She felt caught in a bind and talked to the school counselor. After doing so, she changed her policy in handling Tom. She knew it was her responsibility to show her love in a way that would help him be a responsible adult.

That night she told Tom, "When you get your jobs done for the week, you will receive an allowance. This allowance will include enough money so that you can save about one-third of this. I would like you to use one-third of this allowance to buy your socks and school supplies. The rest you can spend in any way you wish. From the money you save, and you can really save as much as two-thirds of this amount, you can buy extra clothing or save for that bike you always wanted."

To help Tom see first what was expected of him, she drew up a Progress Record Chart. Each time Tom accomplished an assigned task, he put a check mark in the proper place. Seeing this gave Tom a feeling of pride in his accomplishments. He could look at the outside rewards in the form of check marks and get a good feeling inside. He began to feel good about himself as he saw he was doing his share around the house. The more he felt good about himself, the easier it was to tackle another task.

At first he spent all of his money on candy and little toys. Then he decided he wanted to have a dog of his very own. When he finally got the dog, he was overjoyed. It was his very own. He also gained extra responsibility in taking care of the dog and in teaching the dog tricks.

By the end of the year, Tom's mother could indeed say he was a changed boy.

Worksheet 2b

BEHAVIOR	CONSEQUENCE
1) ____________________	1) ____________________
2) ____________________	2) ____________________
3) ____________________	3) ____________________
4) ____________________	4) ____________________
5) ____________________	5) ____________________
6) ____________________	6) ____________________
7) ____________________	7) ____________________
8) ____________________	8) ____________________
9) ____________________	9) ____________________
10) ____________________	10) ____________________
11) ____________________	11) ____________________
12) ____________________	12) ____________________
13) ____________________	13) ____________________
14) ____________________	14) ____________________

2. Discuss: Entire worksheet.

NOTES:

PROGRESS CHART

Worksheet 3a

1. Directions: Study the chart below and its possible uses. Can you see any benefit from using such a chart?

DAILY TASKS	POINTS	S	M	T	W	T	F	S
Making bed	1							
Taking out garbage	1							
Getting to school on time	1							
Cleaning driveway	2							
WEEKLY TASKS								
Cleaning room	5							
Cleaning basement	4							

> REMEMBER: SUCH A CHART CAN BE VARIED. THE USE OF CHECK MARKS FOR EACH ACTIVITY IS A SIMPLE WAY FOR A CHILD TO WATCH HIS OWN PROGRESS.

Possible ways of use:

1) If the chart is completely filled for one week, the child can get his regular allowance, special treat, or whatever.

2) If the chart is filled for two weeks, the child can be rewarded with an extra reinforcer if the parent wishes.

Worksheet 3b

3) Seeing a check list of progress helps the child see just what he has accomplished. These external signs can help him feel good about himself.

2. Discuss: Entire worksheet.

NOTES:

AGREE-DISAGREE STATEMENTS

Worksheet 4a

1. Directions: Read each statement. Circle A or D if you agree or disagree with each statement. Then, work in pairs and do the same thing. If you cannot come to an agreement, change the wording enough so that you might come to an agreement. This is not a true-false exercise. It is just an exercise in examining your own thinking.

A D 1) Applying pressure by force because you're the boss is an effective way to change behavior.

A D 2) If you are always absolutely right, your child will respect you more than if you occasionally admit an honest mistake.

A D 3) It isn't wise to show the child he is equal as a person. It is up to you to order, command, demand.

A D 4) If you state your views, do not change them. If you change your mind, you will look weak in the eyes of your children.

A D 5) Having a child show responsibility for solving problems helps boost his self-concept.

A D 6) If a child feels good about himself, he will approach new tasks easier than a child who feels insecure and worthless.

A D 7) Praise is helpful to boost a child's self-confidence.

A D 8) Behaviors have consequences. If the consequences of a certain activity helps the child feel good about himself, he is apt to repeat the activity.

A D 9) All actions have consequences.

A D 10) Social reinforcers such as praise, hugs, etc. are as valuable as activity reinforcers--movies, a half-day of shopping etc.--to motivate a child.

A D 11) Social reinforcers, activity reinforcers and token reinforcers are of equal importance on some occassions.

A D 12) If a child performs a new activity, praise should be given. If he continues this activity, praise should be given every time the activity is performed or he will lose interest.

Worksheet 4b

A D 13) No child likes criticism. Therefore, he will change behavior or try something new if his parents criticize him continually.

A D 14) A child can learn to try new things because this helps him feel good about himself. The use of reinforcers (outside rewards) can lead to a child's feeling good about himself, for it spurs a child to new tasks. When he accomplishes the tasks and feels good about this, he learns that doing new tasks boosts his opinion of himself.

2. Discuss: Entire worksheet.

NOTES:

MAKING CLEARLY UNDERSTOOD RULES*

Worksheet 5a

1. Directions: Read the "REMEMBER" statement and those statements which follow as background to this worksheet.

> REMEMBER: RULES SHOULD BE CLEAR, POSITIVE AND SPECIFIC.

CLEAR--They should state the behaviors you wish to see and the consequences which will result. Consequences should be reinforcing.

POSITIVE--They should state the behavior you wish to see, not the behavior you do not wish to see.

SPECIFIC--State the exact behaviors you wish accomplished, not broad, general directions.

Examples:

1) When all of your jobs are finished, then you can go swimming.

2) Piano practice first--then you can play.

3) These are your jobs for the week: taking out the garbage, making your bed, setting the table, and cleaning your room once a week. The once-a-week cleaning should include sweeping the floor, dusting everything, including the pictures and window sills and changing the bed linens. I've made a chart to remind you of them, and you can check off your chores as you do them.

2. Directions: Read the following rules. Change those which do not meet the above principles to rules which are clear, positive, specific and enforceable.

1) Not specific and enforceable. Just do a good job, that's all. (It might seem a "good job" to the person doing this. What is a good job?)

____

____

____

*See Wesley Becker, Parents are Teachers (Champaign, Illinois Research Press, 1974), pp. 143-155.

Worksheet 5b

2) Not Positive. If you don't do your daily chores, you can't use the telephone.

____

____

____

____

3) Not Specific. Be a good girl, and you can go out and play. (What do you mean by being a "good girl?")

____

____

____

____

4) Not Clear--Not Specific. Sometime, we'll go shopping for new clothes now that you've shown me you are such a responsible person.

____

____

____

____

5) O.K. Rule. When you finish practicing your piano lessons, you can play baseball until time for supper.

6) Negative. You can't play baseball until you have finished your piano lesson.

____

____

____

____

____

Worksheet 5c

7) Negative. You can't watch TV unless you get your homework finished first.

8) O.K. Rule. I know you love that book you're reading, so you can read for 15 more minutes. Then it is time to set the table. (You have earlier pointed out more specific rules stating exactly what should be done in setting the table.)

NOTE: Reading a book is a reinforcer as a reward of its own. It is helpful not to tear the child away from one reinforcer immediately.

3. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 6a

1. Directions: Participants form teams. Each team lists in the space below the main points covered in the workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) List below five important rules in your home. Make sure they are clear, positive, and specific.

      (1) ______________________________

      (2) ______________________________

      (3) ______________________________

      (4) ______________________________

      (5) ______________________________

   2) Underline the above goal if you agree to work toward this. If you wish to set a goal of your own, write this in the space on the following worksheet.

Worksheet 6b

My alternate goal: ______________________________

____

____

____

3. Discuss: Entire worksheet.

NOTES:

REFERENCES

Becker, Wesley. Parents are Teachers. Champaign, Illinois: Research Press, 1974.

Bird, Joseph and Lois. Power to the Parents! Garden City, New York: Doubleday and Company, Inc., 1972.

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DISCUSSION GUIDE--II

DISCUSSION GUIDE II
FOR
WORDS TO USE
BOOKS TO CHOOSE
CREATIVITY: DON'T LET YOUR CHILD LOSE IT
HOW TO MOTIVATE OUR CHILDREN

Directions to moderator: The following suggested discussion guide is based on the content of the nine preceeding workshops. (Those suggestions marked with an asterisk can be used for individual or team activities.)

* 1. What connection is there between the use of language and learning?

2. When should a parent begin talking to a child to develop his verbal skill?

3. Why is it important for a parent to talk often to a young child?

4. What are the various forms "talking" can take?

* 5. What specific methods can be used to develop language skills in a child?

6. How does an infant become aware of words?

* 7. Of what value to an infant is hearing nursery rhymes and songs? What can he learn through them? In two minutes time, list as many things as you can.

* 8. List as many ways as you can which will help a young child become aware of sounds.

* 9. List as many ways as you can which will help a child become aware of words.

* 10. List as many ways as you can which will help a child become aware of letters.

11. Why is it important for a child to have skill in the use of words?

12. Why is it important for a parent to use specific language in talking to a child?

* 13. In three minutes time list as many ways as you can which will help develop a child's use of language.

* 14. List as many ways as you can to develop the use of specific language in children.

* 15. List as many ways as you can to develop a child's interest in reading.

16. What would you do to develop reading interest in an 8-year old child who showed no interest in reading?

17. How could you use a child's interest in television to develop an interest in reading?

18. Why does developing creativity in a child also help develop his learning?

19. What is one thing that can give a child a head start in developing an interest in reading?

20. What are the vital ingredients of creativity?

21. What are the vital ingredients of learning?

22. How does creative activity build a child's self-esteem?

23. How is learning linked to creative expression?

24. What can a parent give to develop creativity in a child?

* 25. In three minutes time, list as many things as you can which a parent can do to help develop learning through creative activity.

* 26. What relationship is there between high self-esteem and not being afraid to try new things?

27. What is motivation? How can we motivate a child to do something we would like him to do?

* 28. List as many ways as you can which can help a child approach a task with confidence.

29. List the three kinds of reinforcers that can change a child's behavior.

30. What is the difference between a reward and a bribe.

31. In using praise to motivate a child, what things should you remember?

32. What principle should you follow in setting down rules? What are the characteristics of a good rule?

33. What is the most important thing you remembered from the workshop on developing an interest in reading?

34. What is the most important thing you remembered from the workshop on developing language skill?

35. What is the most important thing you remembered from the workshop on creativity and learning?

36. What is the most important thing you remembered from the workshop on motivation?

COMMUNICATION: BREAKDOWNS AND REMEDIES

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Areas of My Life I Would Like to Improve through Better Communication
2. The Basic Elements in Any Communication a, b, c
3. Points to Remember to Improve Communications a, b, c
4. Communication Barriers a, b, c, d
5. Communication: Breakdowns and Remedies a, b
6. Draw Your Own Conclusions--Set Your Own Goals a, b

Plan:

1. Review: Principles covered in last week's workshop.
2. Discuss:
   - * What makes effective communication so difficult?
   - * What do you think is the major cause of your communication breakdowns?
3. Introduce: Communication: Breakdowns and Remedies workshop series and goals of the series: To identify personal goals for improving communication; to identify the main causes of communication breakdowns; and to remedy these in our own life.
4. Introduce: Workshop I and goal of the workshop: To examine the communication process; to recognize main barriers to effective communication, and to demonstrate methods of overcoming these barriers.
5. Present and do exercises: Worksheet 1--Areas of My Life I Would Like to Improve through Better Communication
6. Present and do exercises: Worksheets 2 a, b, c--The Basic Elements in Any Communication

7. Discuss:

   - * Is there a difference between communication and speaking?

   - * How would you define communication?

   - * When you are involved in a communication breakdown, do you usually think it is the other person's fault?

8. Present and do exercises: Worksheets 3 a, b, c--Points to Remember to Improve Communications

9. Present and do exercises: Worksheets 4 a, b, c, d--Communication Barriers

10. Discuss:

    - * Of all the barriers discussed, which do you think is the most common ?

    - * Which do you think is the hardest to overcome?

    - * Is it easier to spot these barriers in ourselves or in others?

11. Present and do exercises: Worksheets 5 a, b--Communication: Breakdowns and Remedies

12. Present and do exercises: Worksheets 6 a, b--Draw Your Own Conclusions--Set Your Own Goals

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COMMUNICATION: BREAKDOWNS AND REMEDIES--I

AREAS OF MY LIFE I WOULD LIKE TO IMPROVE THROUGH BETTER COMMUNICATION

Worksheet 1

1. Directions:

1) Think of six situations in your family or interpersonal relationships which you would most like to improve through better communication. Write these below.

(1) ____________________

(2) ____________________

(3) ____________________

(4) ____________________

(5) ____________________

(6) ____________________

2) Now look over the above list and cross out the two that are least important to you.

3) There are now four remaining areas you wish to improve. Examine these four areas and cross out the next two least important to you.

4) Now, there are two areas left which you strongly wish to improve. Working to improve these should be the goal of this communication series. Write this goal below.

I HOPE TO IMPROVE, THROUGH BETTER COMMUNICATION, THE FOLLOWING SITUATIONS IN MY LIFE:

(1) ____________________

____

(2) ____________________

____

2. Discuss: Individual goals (if participants do not object).

THE BASIC ELEMENTS IN ANY COMMUNICATION

Worksheet 2a

1. Directions: Read the following "REMEMBER" statements carefully as a background.

REMEMBER: THERE ARE AT LEAST FOUR ELEMENTS INVOLVED IN COMMUNICATION.

REMEMBER: GOOD COMMUNICATION IS A PROCESS INVOLVING EACH OF THESE FOUR ELEMENTS. IT IS AN INTERACTION BETWEEN THESE ELEMENTS. IT IS A PROCESS--SOMETHING IS GOING ON.

REMEMBER: WHEN COMMUNICATION BREAKS DOWN, EACH OF THE ELEMENTS WHICH MAKE UP THE PROCESS SHOULD BE ANALYZED TO SEE JUST WHERE THE TROUBLE LIES.

The four elements involved when we communicate with one another	When communication breaks down, ask yourself
1) The source or the speaker →	Was the trouble due to something the speaker said?
2) The received or the listener →	Was the trouble due to some fault in listening?
3) The message →	Was the trouble due to the message itself--the way it was worded, sent, conveyed?
4) The environmental situation →	What was happening at the time of communication? What was said? What was expressed or understood? Was there much external noise? Outside stimuli?

Worksheet 2b

2. **Directions**: Analyze the following situation according to the main elements in communication.

SITUATION: The day was dark and rainy. Jan's perfectionist mother awoke with a headache. To make matters worse, it seemed everything was in utter chaos at work. When she finally got home from work, her headache was much worse. And to add to the situation, she found the house in a complete mess. "Can't you ever do anything right!" she exploded to Jan, her 10 year-old, easy going daughter. Jan answered, "What did I do wrong? Why are you always yelling at me?"

SPEAKER: ____________________

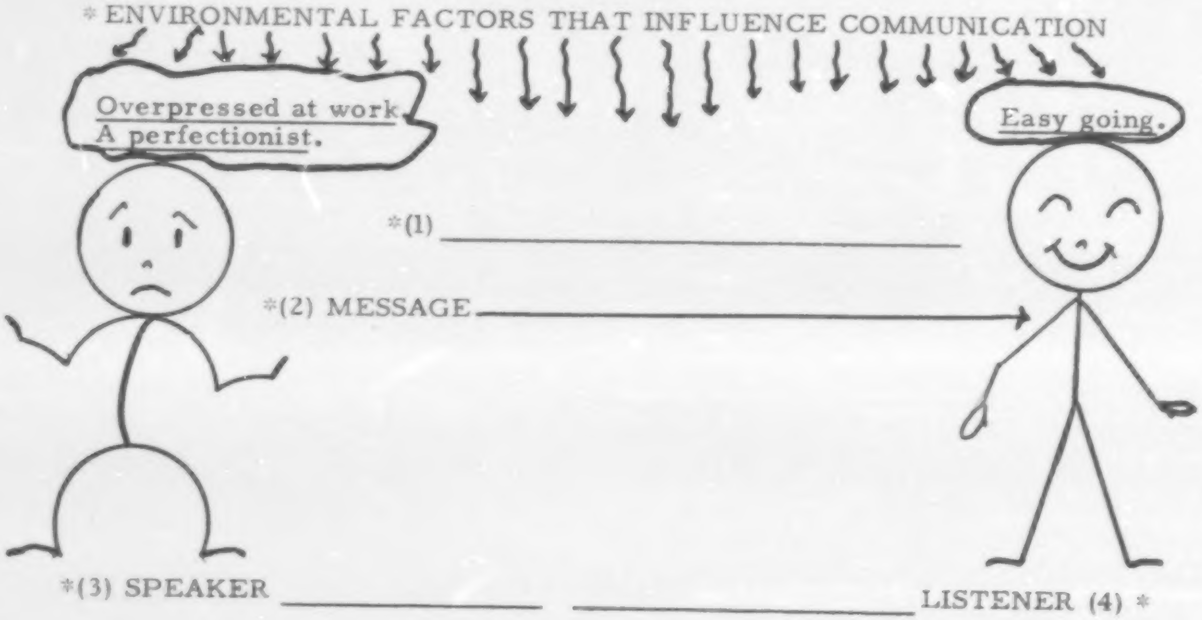
LISTENER: ____________________

MESSAGE: ____________________

ENVIRONMENTAL SITUATION: ____________________

____

3. **Directions**: Using the preceding situation, fill in the asterisked (*) areas in the following communication chart showing the main elements in communication.


* ENVIRONMENTAL FACTORS THAT INFLUENCE COMMUNICATION
Overpressed at work.
A perfectionist.
Easy going.
*(1) ____________
*(2) MESSAGE
*(3) SPEAKER ____________
____________ LISTENER (4) *

Worksheet 2c

4. Question: What factors caused the breakdown in communication?

   1) ____________________

   2) ____________________

   3) ____________________

5. Question: What is meant by "COMMUNICATION IS A PROCESS?"

   ____

   ____

   ____

   ____

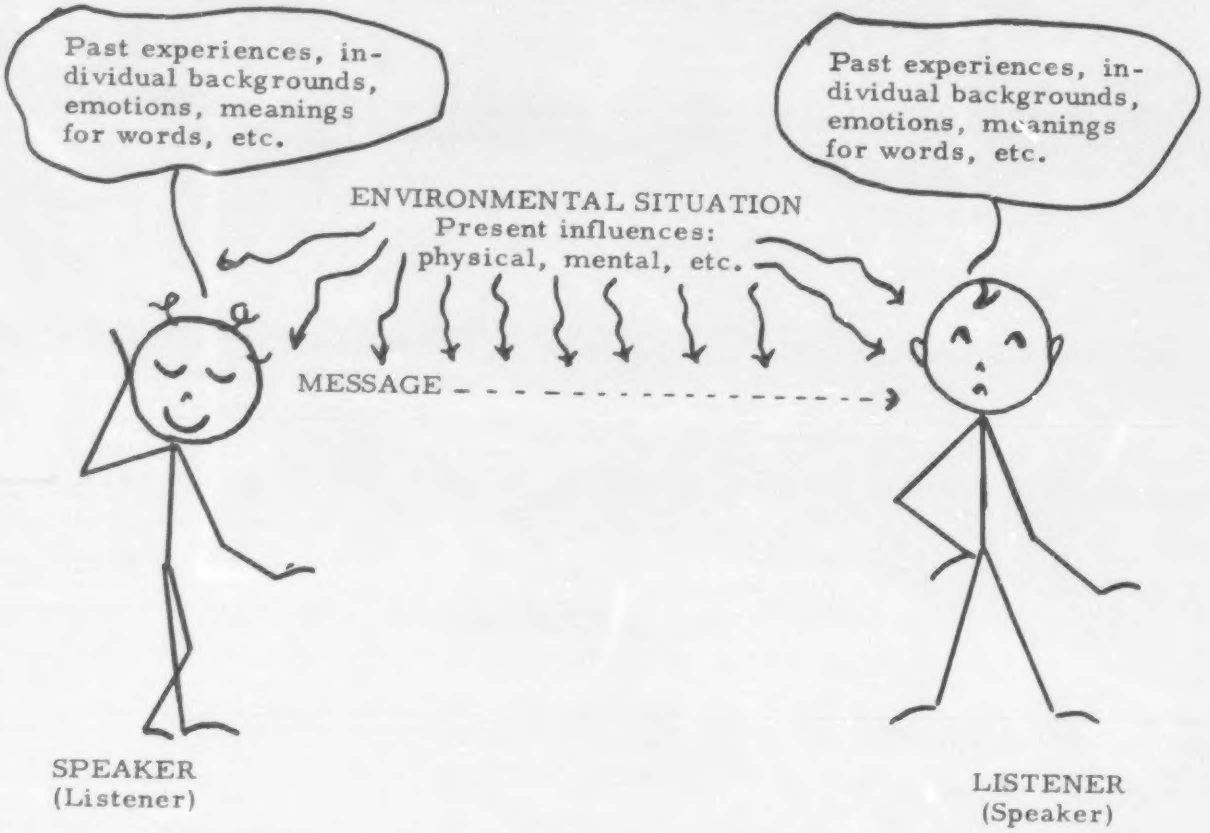
6. Discuss: Entire worksheet.

NOTES:

POINTS TO REMEMBER TO IMPROVE COMMUNICATION

Worksheet 3a

1. Directions: Study the communication diagram below. Then read the "REMEMBER" statements and answer the questions which follow.


Past experiences, individual backgrounds, emotions, meanings for words, etc.
Past experiences, individual backgrounds, emotions, meanings for words, etc.
ENVIRONMENTAL SITUATION
Present influences: physical, mental, etc.
MESSAGE
SPEAKER (Listener)
LISTENER (Speaker)

REMEMBER: DIFFERENT PEOPLE REACT TO A MESSAGE DIFFERENTLY ACCORDING TO THEIR OWN INDIVIDUAL BACKGROUNDS, EXPERIENCES, TRAINING, CULTURAL PATTERNS, MEANINGS FOR WORDS, AND WHAT IS GOING ON WITHIN THEM (AND OUTSIDE OF THEM) AT THE TIME OF THE COMMUNICATION.

REMEMBER: COMMUNICATION IS SHARING MEANING. TO SHARE MEANING IT IS NECESSARY TO BE AS EXACT AS POSSIBLE IN THE WORDS WE USE!

Worksheet 3b

1) Why is it important to remember that different people see things differently, that they have their own cultural patterns, meanings for words, that they see things according to these factors and their own individual backgrounds?

____

____

2) Did you ever stop to think that the other person might have meanings for words different than the meanings we hold?

____

2. Directions: Break the group into pairs. In three minutes time, each pair lists as many different meanings as possible for the following words.

RAT _____________________________________

____

COOL ____________________________________

____

TOUGH ___________________________________

____

GRASS ___________________________________

____

3. Questions: (Representative answers are on worksheet 3c.)

1) How many meanings do you think there are for 500 of the most commonly used words?

____

2) What did the exercise in number 2 show?

____

____

____

Worksheet 3c

4. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 3.

1) 14,000
2) Different people can have different meanings for words according to their individual background, experiences, emotions, what is going on inside them, etc.

COMMUNICATION BARRIERS

Worksheet 4a

1. Directions: Read the following ten barriers to good communication. Then

   1) Check those which you would like to overcome in your own life.

   2) Study the examples that follow each communication barrier. Write an example of your own which could overcome the barrier and improve communication.

(1) USING ONLY TWO-VALUE THINKING: If not good, then bad.

Example: "You weren't working--just sitting there and not accomplishing a thing."

Remedy: Think of all the possible ranges between opposites. In this case, how do we know that something wasn't accomplished by thinking, that thinking is not required for "doing?"

Example to improve communication: "I know you weren't working, Kevin, but perhaps you were thinking about your science project."

(2) NOT CHECKING OUT ABSTRACT AND GENERAL TERMS AGAINST CONCRETE EVENTS.

Example: "School's no good."

Remedy: Ask yourself and the speaker what is meant by "no good." If it's a teacher that's referred to, does "no good" mean immoral, not liked, or not a good teacher? Find out before you react. Ask the speaker to be more exact.

My own example to improve communication:

____

____

____

(3) FAILURE TO REALIZE THAT PEOPLE SEE AND REACT ACCORDING TO WHAT IS INSIDE OF THEM--THAT DIFFERENT PEOPLE SEE THINGS DIFFERENTLY.

Example: "I can't understand why you don't see things my way. After all, I've had more experience."

Worksheet 4b

Remedy: Think before you speak. The other person perhaps has meanings for words just as valid as the meanings you have. Remember we see from our own individual backgrounds, from what is inside us.

My own example to improve communication:

(4) DISREGARDING, OR NOT BEING AWARE OF, THE ENVIRONMENTAL SITUATION.

Example: "O.K., you're dead tired. Well, I am too. And you've just got to listen to me anyway."

My own example to improve communication:

(5) NOT BEING AWARE OF ALL THE NON-VERBAL CLUES IN COMMUNICATION.

Example: You begin talking to your husband about everything that happened during the day, including all the problems you faced, even if he comes home from work tense, grim, and almost emotionally drained.

My own example to improve communication:

(6) EQUATING FACTS WITH INFERENCES, USING JUDGEMENTS NOT BASED ON FACTS, ASSUMING. NOT REMEMBERING "COIK" (CLEAR ONLY IF KNOWN).

Worksheet 4c

Example: Johnny is late getting home from school. You say to yourself, "He must have had to stay after for misbehaving." When he comes home, you scold him for something you are not really sure happened.

My own example to improve communication:

____

____

____

(7) NOT STAYING WITH THE ISSUE DISCUSSED.

Example: "I was really angry to see you didn't clean your room. It's getting so I can't see what's gotten into you. Last week, there was the note sent home from your teacher saying you didn't get your work in on time. And then, you know how I felt a month ago when Mrs. Brown next door phoned saying you had trampled all over her flowers when you went looking for your lost ball."

My own example to improve communication:

____

____

____

(8) OVERGENERALIZING--DRAWING FROM ONE INSTANCE TO A UNIVERSAL CONCLUSION.

Example: "You didn't come home on time. I guess I can never trust you."

My own example to improve communication:

____

____

____

(9) BUYING FACTS "WHOLESALE" ON THE "SAY SO" OF SOMEONE WITHOUT CHECKING OUT THE FACTS AND RELIABILITY OF THE SOURCE. WITHOUT ASKING, "WHO SAID SO?" "HOW RELIABLE IS HE?" "HOW INFORMED IS HE ABOUT THIS PARTICULAR STATEMENT?"

Example: "They say he's not to be trusted."

My own example to improve communication:

____

____

____

(10) FAILURE TO REALIZE THE INCOMPLETENESS AND INADEQUACIES OF PERCEPTION. FAILURE TO REALIZE WE MIGHT SEE ONLY ONE ASPECT OF A SITUATION OR A PERSON. FAILURE TO REALIZE SOMETIMES WE MIGHT REACT ACCORDING TO WHAT MAKES SENSE TO US--NOT WITH WHAT IS REALLY THERE. FAILURE TO REALIZE THAT SOMETIMES WE REALLY DON'T CORRECTLY SEE WHAT EVEN IS MOST FAMILIAR TO US.

Example: "I never knew he was so lonely. Whenever, I saw him he seemed so outgoing."

My own example to improve communication:

____

____

____

2. Discuss: Barriers, remedies, and examples in this worksheet.

NOTES:

COMMUNICATION: BREAKDOWNS AND REMEDIES

Worksheet 5a

1. Directions: Participants form teams.

   1) In column A each team list the 10 main causes of communication breakdowns from worksheets 4 a, b, c, d.

   2) In worksheet 4 a, b, remedies are given for the first three breakdowns only. Fill in these 3 remedies in column B.

   3) Using these remedies as examples, list remedies for all the remaining causes of communication breakdowns beginning with (4) in column B.

A	B
CAUSES OF COMMUNICATION BREAKDOWN (BARRIERS)	REMEDIES
(1)	(1)
(2)	(2)
(3)	(3)
(4)	(4)

Worksheet 5b

A CAUSES OF COMMUNICATION BREAKDOWN (BARRIERS)	B REMEDIES
(5)	(5)
(6)	(6)
(7)	(7)
(8)	(8)
(9)	(9)
(10)	(10)

2. Discuss: The remedies listed by participants.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 6a

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) In the two goal areas decided upon in worksheet 1, analyze these breakdowns according to their main elements:

   SENDER: ________________

   RECEIVER: ________________

   ENVIRONMENTAL SITUATION: ________________

   MESSAGE: ________________

   2) Ask yourself, "Of these, which element contributed to the breakdown?"

   3) Ask yourself, "What could I have done to remedy the situation?"

   4) Resolve to change whatever you can in your own communication behavior according to your analysis in number 1) of this goal.

   5) If you agree to the above goal, underline it.

Worksheet 6b

6) If you do not agree, write alternate goal in the space below.

My alternate goal: ______________________________

____

____

____

3. Discuss: Entire worksheet.

NOTES:

COMMUNICATION: BREAKDOWNS AND REMEDIES

Workshop II

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Areas of My Life I Would Like to Improve through Better Communication a, b
2. What Do You See? a, b, c
3. What Do You Say if You Don't Speak? a, b, c, d
4. Additional Communication Barriers and Remedies a, b, c
5. Draw Your Own Conclusions--Set Your Own Goals a, b
   References

Plan:

1. Review: Principles covered in last week's workshop.

2. Discuss:

   * How many analyzed any communication breakdowns in which you were involved to see just where the error occured?

   * Of the communication breakdowns stressed during last week's workshop, which ones seem the most prevalent?

3. Introduce: Communication: Breakdowns and Remedies--Workshop II and goal of the workshop: To pinpoint remedies for the main communication breakdowns in your life; to analyze the importance of non-verbal communication; to review major breakdowns in communication and correct examples of each.

4. Present and do exercises: Worksheets 1 a, b--Areas of My Life I Would Like to Improve through Better Communication

5. Present and do exercises: Worksheets 2 a, b, c--What Do You See?

6. Discuss:

   * What types of non-verbal communication did you notice since you came to the workshop today?

   * What part does non-verbal communication play in your own life?

7. Present and do exercises: Worksheets 3 a, b, c, d--What Do You Say if You Don't Speak?

8. Present and do exercises: Worksheets 4 a, b, c--Additional Communication Barriers and Remedies

9. Present and do exercises: Worksheets 5 a, b--Draw Your Own Conclusions--Set Your Own Goals

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COMMUNICATION: BREAKDOWNS AND REMEDIES--II

AREAS OF MY LIFE I WOULD LIKE TO IMPROVE THROUGH BETTER COMMUNICATION

Worksheet 1a

1. Directions:

    1) Consider the goals you decided upon in Workshop I--to improve two areas in your life through more effective communication. List these areas in column A.

    2) Consider the barriers to good communication which were presented in Workshop I. List in column B the barriers you should overcome to improve the areas written in column A.

A	B
MAIN AREAS OF MY LIFE I WANT TO IMPROVE	BY OVERCOMING THESE BARRIERS
(1) ____________	(1) ____________
	(2) ____________
	(3) ____________
	(4) ____________
	(5) ____________
	(6) ____________
	(7) ____________

Worksheet 1b

MAIN AREAS OF MY LIFE I WANT TO IMPROVE	BY OVERCOMING THESE BARRIERS
(2) ____	(1) ____
____	____
____	(2) ____
____	____
____	(3) ____
____	____
____	(4) ____
____	____
____	(5) ____
____	____
____	(6) ____
____	____
____	(7) ____
____	____

2. Discuss: Entire worksheet.

NOTES:

WHAT DO YOU SEE?

Worksheet 2a

1. **Directions:** List below, in one minute's time, as many things as you can which you see in this room.

____

____

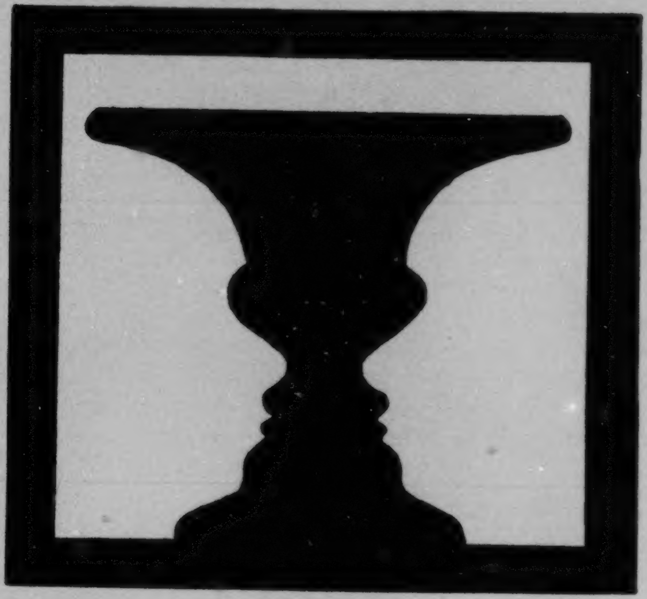
____

____

____

____

2. Directions: Look at the following sketch. Write what you see in the space below.



____

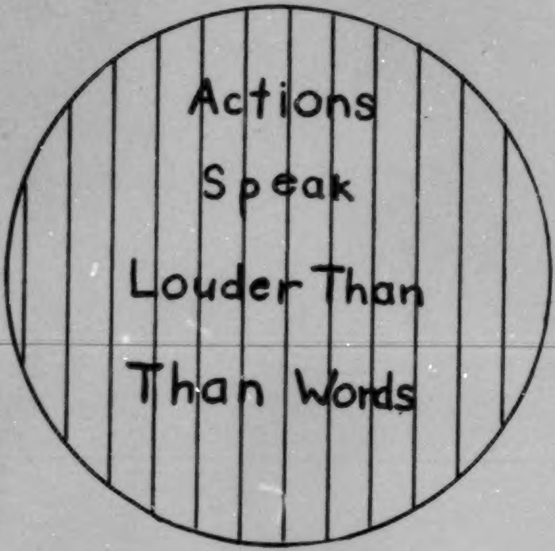
____

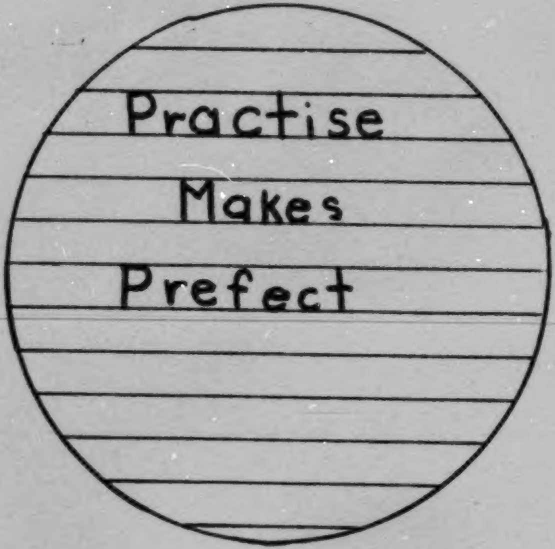
____

FLC: 388

Worksheet 2b

3. Directions: Look quickly at these diagrams. Write what you see below each diagram.


Actions
Speak
Louder Than
Than Words


Practise
Makes
Prefect

a) ______________________

____

____

b) ______________________

____

____

c) Which of the above circles is the larger?

____

d) What do the above exercises tell us about communication?

____

____

____

____

____

____

Worksheet 2c

6. Discuss: Entire worksheet.

NOTES:

* ***********

Representative answers to number 3.

a) Actions speak louder than words. (Note: use of the word "than" twice)
b) Practice makes perfect. (Note: "perfect," not "prefect")
c) Each is the same size.
d) Different people see things differently. We are not always correct in our interpretation of what we see; sometimes we see what we thing we should see.

WHAT DO YOU SAY IF YOU DON'T SPEAK?

Worksheet 3a

1. Directions: Participants form teams. Each team lists below in column A all the non-verbal ways by which we can communicate. In column B list specific examples of these non-verbal means of communication. Follow the example below. Compare lists.

> REMEMBER: FAR MORE OF OUR COMMUNICATION IS NON-VERBAL THAN VERBAL.

A	B
Non-verbal clues in communication	Examples
1) Facial expressions	1) "Cold" look in the eyes.
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)
7)	7)
8)	8)
9)	9)
10)	10)

CHARADES--ROLE-PLAYING WITH NON-VERBAL CLUES

2. Directions: Work in teams. Each team thinks of a character or situation it wants to portray non-verbally, either as a team or by one of the team members. Other members of the group guess what is being portrayed.

Worksheet 3b

3. Directions: Read the following statements concerning non-verbal communication. Before each statement mark T if you think it is true; F if you think it is false. (Answers to this and all exercises are at the end of the worksheet.)

____ 1) Experts in communication say that non-verbal behavior accounts for 65% to 93% of the total meaning in communication.

____ 2) Children under 6 show more non-verbal communication than adults.

____ 3) Personality of an individual influences the space he needs. An outgoing person needs less space than an introvert.

____ 4) What we do with our eyes is one of the most powerful non-verbal clues.

____ 5) "Actions speak louder than words."

____ 6) There is a difference between non-verbal body language of different countries and cultures.

____ 7) How much time we give to an activity can indicate its importance to us.

4. Directions: The five areas in column A below indicate main areas of non-verbal communication. Read these and complete the chart in column B with examples that might occur in a family situation. (Follow the examples)

A	B
Non-Verbal	Examples
1) Body movement--hands, arms, facial expression.	
2) Space--the amount of space each of us keeps around us to be comfortable varies according to situations and people involved.	

Worksheet 3c

A Non-Verbal	B Examples
3) Touch--touching, patting, etc.	
4) Vocal tones--how a message is delivered.	"You're so right." (Agreeing) "You're so right." (Sarcastic)
5) Time--the amount of time given to an activity conveys definite meaning.	A phone call at 3:00 a.m. A phone call at 8. 30 p.m.

5. Question: How can one send a mixed message? Give an example in addition to the following:

"What is the matter?" "Nothing!"

____

____

6. Question: What effect does this have on the one who is reacting to the message?

____

____

Worksheet 3d

7. Discuss: Entire worksheet.

NOTES:

****

Representative answers.

3) All true statements.
4) Answers--examples vary--discuss these.
5) By saying something one way with facial expressions conveying the opposite meaning. (Examples vary.)
6) This is very confusing. Not knowing where you stand, or what the speaker really means.

ADDITIONAL COMMUNICATION BARRIERS AND REMEDIES

Worksheet 4a

1. Directions: Ten barriers to communication were examined in Communication Workshop 1. Read the following additional barriers and

1) Check those which you would like to overcome in your own life.

2) Study the examples that follow each barrier. Write an example of your own which could IMPROVE communication.

(1) STEREOTYPING--LABELING

Example: "Mary's mother is really no good. I'm sure Mary isn't the best friend you could choose. The family is probably no good."

Improved example: ________________________________

____

____

____

(2) KEEPING ATTITUDES ON ICE; FORGETTING THAT "ICE MELTS." PEOPLE AND THINGS CHANGE THROUGH TIME AND EXPERIENCE.

Example: "He never was any good in school. How can he hope to succeed in his new job?"

Improved example: ________________________________

____

____

____

Example: "I knew him as a teacher seven years ago. He was careless and told stupid jokes. I can't see how he's ever been made principal."

Improved example: ________________________________

____

____

____

Worksheet 4b

(3) USING LANGUAGE "OVERSPEAK"--USING TEN WORDS FOR ONE--USING WORDS THAT ARE HARD TO UNDERSTAND.

Example: "What's more, in the course of my heavy schedule of activities today, I became increasingly more and more irritated with so many extremely annoying behaviors I think you should correct before they get out of hand completely!"

Improved example: ____

____

____

____

(4) FAILURE TO USE EXACT LANGUAGE.

Example: "I'll be there in a little while."

Improved example: ____

____

____

____

(5) FAILURE TO LISTEN FOR THE CONTENT OF THE OTHER PERSON'S MESSAGE.

Example: "I'm not sure just what he said. My mind was wandering."

Improved example: ____

____

____

____

(6) FAILURE TO LISTEN FOR FEELINGS, TO HEAR PEOPLE OUT, TO CHECK ON WHAT IS HEARD THROUGH FEEDBACK.

Example: "What's that you were saying; you don't want to go to school? What an idiotic thing to say!"

Worksheet 4c

Improved example: ______________________________

____

____

____

(7) VERBAL ASSAULTS ON THE OTHER PERSON: TEARING HIM DOWN: ATTACKING HIS PERSONALITY: FAILURE TO RESPECT THE OTHER PERSON OR OURSELVES: DEMEANING THE OTHER PERSON THROUGH NAME-CALLING, HITTING "BELOW THE BELT," ACCUSING, ETC; NOT TAKING RESPONSIBILITY FOR OUR FEELINGS.

Example: How can you be so stupid! You are lazy.

Improved example: ______________________________

____

____

____

2. Directions: Discuss entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 5a

1. Directions: Participants form teams. In the next five minutes, each team list in the space below as many points as possible which were covered in the workshop. Compare lists and discuss.

____

____

____

____

____

____

2. Directions: Set goals for the week.

   1) In the space below write the two goal-areas of this communication series which you decided upon in Workshop I.

      (1) ______________________________

      ____

      ____

      ____

      (2) ______________________________

      ____

      ____

      ____

   2) To achieve these goals, do you need to overcome any of the additional barriers discussed in this workshop? Which ones?

      ____

      ____

      ____

Worksheet 5b

3) Add these to worksheet 1 a, b.

4) Study column B in worksheet 1. Are there any barriers repeated in (1) and (2)? If so, list them below.

____

____

____

5) Study column B again. Choose two of the barriers to concentrate upon during the coming week. Write these below.

(1) ____

____

____

(2) ____

____

____

3. Discuss: Entire worksheet.

NOTES:

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LISTENING, A KEY TO COMMUNICATION

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. How Should We Listen to Our Family? a, b
2. Listening Is Showing We Care a, b, c
3. Steps Involved in Active Listening a, b
4. Diagram: Steps to Active Listening
5. Active Listening Exercises a, b
6. Active Listening Exercises a, b
7. Active Listening Dialogue a, b, c
8. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at the previous workshop.

2. Discuss:

   * What was one particular communication barrier that you attempted to break down during the past week?

   * Were you more conscious of the part each member of the family plays in keeping communication lines open?

3. Introduce: Listening, A Key to Communication workshop series and goal of the series: To put into practice methods of listening for feelings and content as a major aid to good family communication.

4. Introduce: Workshop I and goal of this workshop: To be aware of the vital part active listening plays in good communication and of the steps necessary to achieve these results; to put into practice the skills of listening actively to your family.

5. Present and do exercises: Worksheets 1 a, b--How Should We Listen to Our Family?

6. Discuss:

   * How do you feel if you are really "listened" to?

   * When you think someone is trying to understand how you feel about a situation, what is your reaction?

   * How do you feel if you are not listened to?

7. Present and do exercises: Worksheets 2 a, b, c--Listening Is Showing We Care

8. Present and do exercises: Worksheets 3 a, b--Steps Involved in Active Listening

9. Present and do exercises: Worksheet 4--Steps to Active Listening

10. Discuss:

    * What is one particular element of active listening which seems more difficult to you than the others?

    * Do you think it is easy to listen actively to another person?

    * Would these same methods be valuable in communication situations other than those involving family relationships?

11. Present and do exercises: Worksheets 5 a, b--Active Listening Exercises

12. Discuss:

    * How many felt that they were really being understood in the last exercises?

    * How many felt that to try to "feel with" the other person was an easy thing to do?

13. Present and do exercises: Worksheets 6 a, b--Active Listening Exercises

14. Present and do exercises: Worksheets 7 a, b, c--Active Listening Exercises

15. Present and do exercises: Worksheet 8--Draw Your Own Conclusions--Set Your Own Goals

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LISTENING, A KEY TO COMMUNICATION--I

HOW SHOULD WE LISTEN TO OUR FAMILY?

Worksheet 1a

1. Directions: Read carefully the "REMEMBER" statements below as background for the remainder of this communication workshop.

> REMEMBER: IN LISTENING TO OUR FAMILY WE SHOULD LISTEN FOR BOTH FEELINGS EXPRESSED AND FOR CONTENT.

> REMEMBER: LISTENING IS A VITAL AID TO GOOD FAMILY COMMUNICATION AND IS IMPORTANT IN OUR CHILD'S ENTIRE DEVELOPMENT.

2. Directions: Answer the following questions as objectively as you can.

My Personal Inventory of Listening Habits

1) Do I really listen for feelings as well as for content when other members of my family are talking?

____

2) How do I rate in listening to my children?

Good ____________ Fair ____________ Poor ____________

3) What are some of the things that keep me from being a good listener?

__________ Too much on my mind.

__________ Too many outside distractions.

__________ The fact that I think "There's always time for family members."

__________ The fact that what they are saying is not important at the time or less important than other things I have to tend to.

__________ Other ______________________________

4) What value is there in really listening with understanding?

____

____

FLC: 404

Worksheet 1b

5) If one has children ages thirteen, nine, six, and two, how can a parent adequately listen to each of them?

____

____

6) In what ways can we let our children know we're listening and understanding what they are trying to tell us?

____

____

____

3. Discuss: Entire worksheet.

NOTES:

LISTENING IS SHOWING WE CARE

Worksheet 2a

1. Directions: Read this worksheet and answer the questions as a background for the rest of the workshop.

WE SHOW OUR FAMILY THAT WHAT THEY SAY IS IMPORTANT TO US BY

1) Listening without saying anything:

- * With the look of attention and geniune interest on our face.
- * With simple expressions that keep communication lines open and that show we are interested in listening to as much as our family want to tell us. These expressions include comments such as:

I see. . . .	Tell me more. . . .	That's interesting.
H 'mmm. . .	I'd like to hear more. .	I hadn't thought of it that way before.

2) By listening actively for words and the feelings behind the words, and by letting the speaker know you heard what he said and what he felt.

- * In active listening the listener tries to hear what the speaker is saying and feeling.
- * Then, to be sure he has understood the speaker's words and feelings, he feeds back to the speaker what he has understood.
- * The speaker then has a chance to say whether he has been heard correctly. If not, he can correct the listener's statement.

2. Directions: Study the example below exemplifying a simple use of active listening. Then answer the questions which follow.

Child:	I'm not hungry. I really don't feel well.
Parent:	You look pretty exhausted. Why don't you lie down awhile before dinner and see how you feel later on? (feedback)
Child:	I think I will. I don't know if I can eat or not--even later on.

Worksheet 2b

3. Questions: (Representative answers are on worksheet 2c.)

    1) Did the parent only "feed back" the child's exact words, or did she show she really "felt with" the child?

    2) What could the mother have said which would have had an entirely different result?

4. Directions:

    1) Read the dialogue below. What is the difference between this and the example above?

    2) Which of the above ways of talking and listening to your child do you follow mostly?

Child:	I'm not hungry--I have a stomach ache.
Mother:	You probably stopped on the way home and filled up at the drug store on candy.
Child:	No, I didn't. I really have a stomach ache. I've had it all day.

5. Question:

What do you think is wrong in the above dialogue?

6. Discuss: Entire worksheet.

NOTES:

****

Representative answers.

Number 3. 1) The parent fed back both words and feelings, both essential to active listening; answers will vary. 2) Representative answers include "Stop that complaining. That's all I ever hear." or "Don't pay attention to every little ache and pain."

Number 4. The mother was not listening for content or for feelings; the mother was judgemental and accusing.

Number 5. See answers to Number 3. (The child in this case could feel not accepted, not listened to, not understood.)

STEPS INVOLVED IN ACTIVE LISTENING

Worksheet 3a

1. Directions: Participants read individually and orally the following steps to active listening. While the statements are being read, each participant places a check mark on those which he is actually doing now. Underline the statements which you would like to follow.

   1) The listener tries to really understand the feelings behind the words spoken.

   2) After trying to figure out what the speaker feels about what is being said, the listener puts this into his own words and feeds back both content and feelings to the speaker.

   3) In this way, the speaker has a chance to say if what he said and felt was correctly understood.

   4) In active listening, the listener does not send back any message which shows evaluation, advice, correction, scolding, judgemental words--only what he thinks the speaker said and felt.

   5) The speaker then feels less threatened, accepted, freer to continue talking. This way communication isn't blocked.

   6) The listener also can ask questions to keep communication lines open, questions such as: "I'd like to ask about . . . ? Could you tell me again about . . . ? If I heard you correctly, you felt that . . . Am I right in that?"

   7) The listener puts aside his own thoughts to "feel with" those of the speaker. He accepts the other's feelings even if they are different from his.

   8) The listener is sincere--he wants to hear and understand what the other is saying. He doesn't pretend interest. Children are quick to spot the real from the fake. "Phoniness," in listening can make the speaker close communication.

   9) In actively listening to a child, the listener should really trust the child to be able to handle and work through a problem to a solution.

   10) The listener should know that each member of the family is a unique individual with his own abilities and goals.

   11) The listener should take time and attention.

Worksheet 3b

12) The listener should not be afraid of being changed. (If we put ourselves in the other's shoes, we are allowing ourselves to change. When the speaker sees this, he can drop his defenses and more readily listen to us.)

> REMEMBER: ACTIVE LISTENING ALLOWS FAMILY MEMBERS TO GAIN DEEPER UNDERSTANDING OF ONE ANOTHER.

2. Discuss: Entire worksheet.

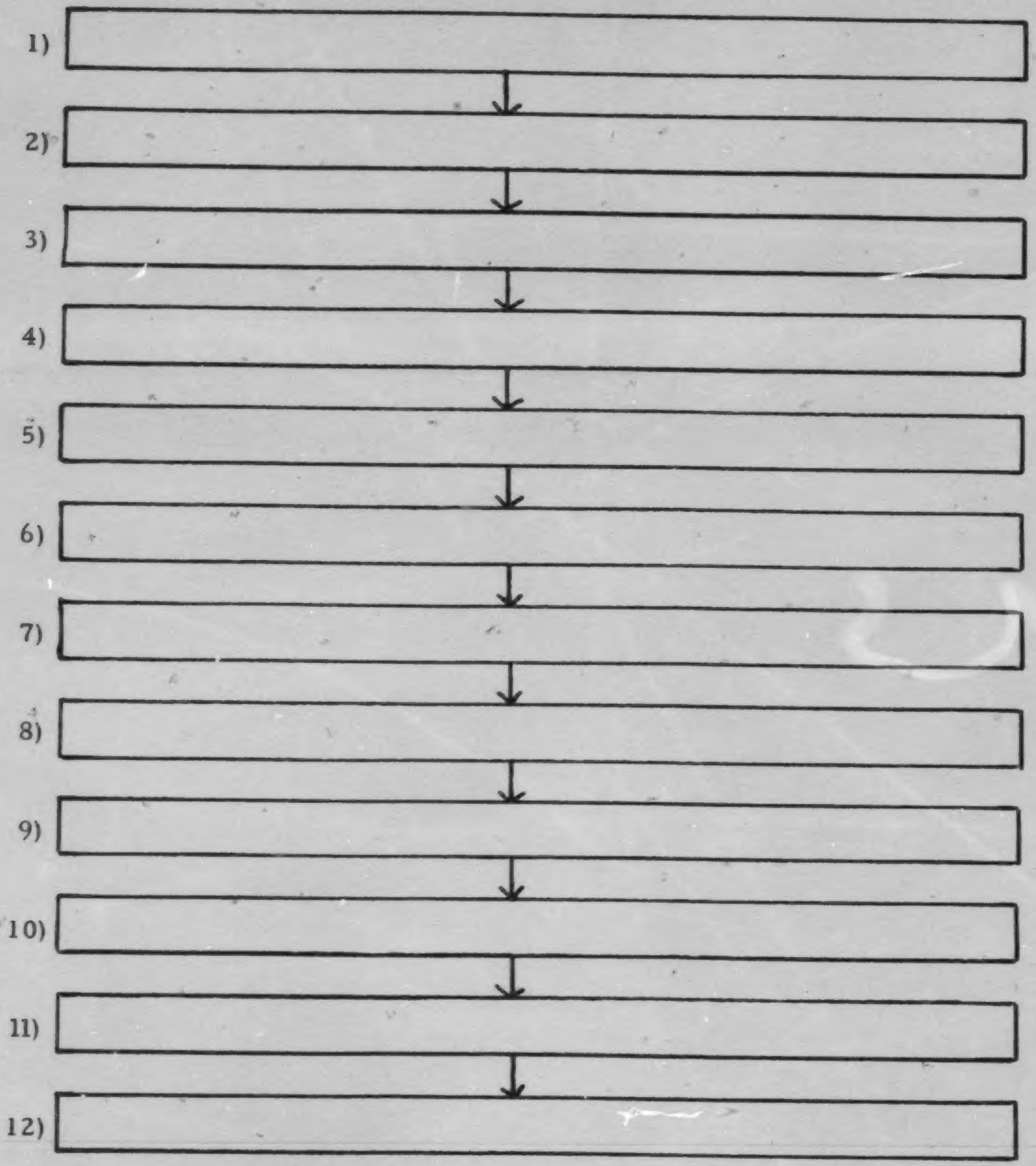
NOTES:

DIAGRAM: STEPS TO ACTIVE LISTENING

Worksheet 4

1. **Directions:** From the information on Worksheets 3 a, b, complete the following diagram showing steps to active listening.

ACTIVE LISTENING



2. **Discuss:** Entire worksheet.

ACTIVE LISTENING EXERCISES

Worksheet 5a

1. Directions: Members of the group count off A-B, A-B, A-B, etc. until the group is divided into pairs. Member A reads statement A below to member B and tells B his views about it. B then "feeds back" A's views, giving A a chance to tell B if he has heard correctly or not. Then B repeats the process to A, with A "feeding back" to B the message and feelings expressed by B.

   Feedback statements might begin something like this: "As I understand you . . . ." "You said that . . . ." or "It seemed to me that you feel . . . ."

A

"Caring involves trusting the other to grow in its own time and in its own way. It appreciates the independent existence of the other, that the other is the other. In caring for another person I trust him to make mistakes and to learn from them. We trust the child now to make those decisions for himself that are reasonably commensurate with his experience and his abilities . . . . Trusting the other is to let go; it includes an element of risk and a leap into the unknown, both of which take courage."*

---

*Milton Mayerhoff, On Caring (New York, 1971), pp. 20-21. Used by permission of the publishers, Harper and Row.

Worksheet 5b

B

"Instead of trying to dominate and possess the other, I want it to grow in its own right, or, as we sometimes say, 'to be itself,' and I feel the other's growth as bound up with my own sense of well-being. The worth I experience in the other is something over and above any value it may have for me because of its ability to satisfy my own needs. For a caring parent, the child is felt to have a worth of his own apart from his power to satisfy the parent's needs; . . . . I experience what I care for as having worth in its own right." *

2. Discuss: Results of this experience.

NOTES:

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* Milton Mayerhoff, On Caring (New York, 1971), p. 6. Used by permission of the publishers, Harper and Row.

ACTIVE LISTENING EXERCISES

Worksheet 6a

1. Directions: Following the directions on Worksheet 5, each member of the group practices active listening and feedback using the statements below. A begins by stating the content and his feelings about it to B. B feeds back the message he heard. A has a chance to correct B. Then B repeats the process, taking the content of statement B. A "feeds back"; B corrects him, etc.

A

"Real communication occurs, and this evaluative tendency is avoided, when we listen with understanding. What does this mean? It means to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him, to achieve his frame of reference in regard to the things he is talking about.

"Stated so briefly, this may sound absurdly simple, but it is not . . . . It is the most effective agent we know for alternating the basic personality structure of an individual, and improving his relationships and his communication with others . . . . We know from our research that. . . understanding with a person, not about him--is such an effective approach that it can bring about major changes in personality." *

---

*Carl Rogers, On Becoming a Person (Boston, Mass. 1961), pp. 331-332. Used by permission of the publishers, Houghton Mifflin Co.

Worksheet 6b

B

One of the difficulties which keeps active listening from being used is the fact that it takes courage, according to Dr. Carl Rogers, a quality which he says is not too widespread. "If you really understand another person in this way, if you are willing to enter his private world and see the way life appears to him, without any attempt to make evaluative judgements, you run the risk of being changed yourself. You might see it his way, you might find yourself influenced in your attitudes or your personality. The risk of being changed is one of the most frightening prospects most of us can face." *

2. Discuss: Results of this experience.

NOTES:

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*Carl Rogers, On Becoming a Person (Boston, Mass., 1961), pp. 333 - 334. Used by permission of the publishers, Houghton Mifflin Co.

ACTIVE LISTENING DIALOGUES

Worksheet 7a

1. **Directions:**

1) Workshop participants role play the following dialogue showing active listening and

2) Answer the questions following the dialogue.

Teen-age Son: (Coming home from school) I've had it! That's the last day I'll spend in that crazy school. I hate it, I'm not going back. I want to transfer to another school.

Dad: You hate school and want to transfer? Something there really must be bothering you . . . .

Son: I can't go back. I won't go back.

Dad: You feel as if you can't face another day in those classes?

Son: Well, it's not the classes that are so bad. It's other things.

Dad: You like some of the classes then. I thought it was the teachers you couldn't stand.

Son: Well, no. Really, I like biology and history and even the rest--they're O.K.

Dad: Well, that's a plus. I thought it was the teachers that were getting to you. You like some of your classes, but you still hate school?

Son: I guess I shouldn't say I hate school. Mostly it's not school itself; it's the rest of the boys. They all make fun of me for going out for drama and speech. They even hassle me in the hall.

Dad: All of the boys make fun of you?

Son: No, now that I'm talking about it, it's really only three or four. But they're the "big guys" --they're on the football team.

Dad: Three or four actually "bug" you?

Worksheet 7b

Son:	Well, yes, --I guess that's all really. Now that I think about it--three or four aren't too many.
Dad:	No, but I know how what even "anybody" says hurts.
Son:	You know, now that I've told you about it, I feel better. I've cooled off a lot.
Dad:	That's good. I know how it feels not to be able to say how you feel to someone, and I'm glad you feel better about getting it out of your system.
Son:	Yeah. In fact, while you were talking I decided I'm lucky to have the friends I have. I'm just going back and face those guys. I'm sure not going to be a quitter.

2. Questions:

1) Did the boy get rid of his angry feeling?

____

____

2) Did he solve his own problem?

____

____

3. Directions: Two participants role play the above dialogue, changing the father's responses.

4. Questions:

1) If you were the boy, which type of response would make you feel more "accepted?"

____

____

____

Worksheet 7c

2) Which dialogue would help keep communication lines open?

____

____

3) Why?

____

____

____

5. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 8

1. Directions: Participants form teams. Each team lists in the space below the main points covered in the workshop. While this is being done, the moderator lists main points on the chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) Consider that the goal of this workshop includes actually putting into practice the skills of listening actively to members of your family. Resolve to practice these skills, to really listen to some member of your family at least once a day.

   2) Underline the above goal if you agree to work toward this. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ______________________________

3. Discuss: Entire worksheet.

NOTES:

LISTENING, A KEY TO COMMUNICATION

Workshop II

Materials:

Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Thoughts on Listening
2. Can You Make a Mistake? a, b
3. What Part Does Our Listening Play in a Child's Life ? a, b
4. Listening Without Really Helping a, b
5. Values of Active Listening a, b
6. Keeping the Communication Door Open or Closed a, b
7. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at the previous workshop.

2. Discuss:

   * Individual experiences involving active listening in family situations.

   * What were some of the benefits realized? What were some of the pitfalls encountered?

3. Introduce: Listening, A Key to Communication--Workshop II and goal of this workshop: To present an added focus on active listening, and to more fully put into practice listening actively to family members.

4. Present and do exercises: Worksheet 1--Thoughts on Listening

5. Discuss:

   * Is there still any "hangup" you have about using active listening?

   * How long does it take you to acquire any new skill?

   * Do you expect to learn this skill for "once and for all"--or do you think it takes a continual repetition of the process?

6. Present and do exercises: Worksheets 2 a, b--Can You Make a Mistake?

7. Discuss:

   * When someone is "listening" to you, do you usually feel you are really heard?

   * When someone is "listening" to you, do you sometimes feel it results in your being "attacked" more than listened to?

   * When we listen to someone else, do we make others feel that we will use what they say to hold against them in some way at some future date?

8. Present and do exercises: Worksheets 3 a, b--What Part Does Listening Play in a Child's Life?

9. Present and do exercises: Worksheets 4 a, b--Listening Without Really Helping

10. Present and do exercises: Worksheets 5 a, b--Values of Active Listening

11. Discuss:

    * Do you think the effort involved in active listening is more than it is really worth?

12. Present and do exercises: Worksheets 6 a, b--Keeping the Communication Door Open or Closed

13. Present and do exercises: Worksheet 7--Draw Your Own Conclusions--Set Your Own Goals

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LISTENING, A KEY TO COMMUNICATION--II

THOUGHTS ON LISTENING

Worksheet 1

1. **Directions**: Read the following quotations on the bookmarks below. Then rank them 1 - 3 in the order of their importance to you. Then take numbers 1 and 2 of your choices and practice active listening with another participant. Participants count off numbers until half the number of participants is reached. Then remaining participants count off the remaining numbers. For example, if there are 12 in the group, participants would count off 1-2-3-4-5-6; 1-2-3-4-5-6. All identical numbers form pairs for active listening.

BOOKMARKS

1)	2)	3)
I have spread my dreams under your feet. Tread softly, because you tread on my dreams. --Yeats "He Wishes for the Cloths of Heaven"	"To reach out and touch another's thoughts and feelings; to penetrate with compassion and understanding the mask we all wear so that, suddenly, we trust and reveal ourselves and are not afraid--who possesses this rare spiritual magnetism possess inward beauty. Such inner serenity shows on the face as an outward radiance, independent of physical beauty--and yet transforming it." --Josef Karsh on "The Mystery of Inner Beauty" *	The tragedy of life is what dies inside a man while he lives. --Dr. Albert Schweitzer

2. **Discuss**: Choices and active listening activity.

* Original source not available.

CAN YOU MAKE A MISTAKE?

Worksheet 2a

1. Directions: Role play the following dialogue which includes common mistakes in communication when listening: commanding, name-calling, accusing, assuming, preaching, undue anger, guilt-making responses. Indicate these mistakes on the blanks below. (Representative answers are at the end of worksheet 2b.)

Son: I'm quitting school. I've had it today! I'm not going back!

a. __________ Father: You hate school. What a stupid thing to say. What's the matter with it?

Son: Everything. Well, not everything. It's just that I can't stand some of the guys.

b. __________ Father: You'll have to learn to get along with all kinds of people in the world. You probably did something to cause them to act the way they did.

Son: You never stick up for me!

c. __________ Father: Well, I know how it is in this world. And it's time you learned everything isn't perfect.

Son: Perfect! I'm not asking for perfection. Just for a little understanding.

d. __________ Father: How dare you talk to your father like that! Just after we spent all that money on those clothes that you wanted. You sure are ungrateful!

Son: How can I be grateful when you don't even try to listen?

e. __________ Father: Try to listen! What do you mean by that. I've been listening all the time. But I've had lots of experience, and I know it's time you started to grow up. You're such a baby.

Son: Oh --forget it. I'm sorry I bothered you. You never did understand me and you never will. (Goes outside, banging the door.)

Worksheet 2b

2. **Questions:**

a) Would you say the conversation was "good communication?"

____

____

____

____

b) Was anything solved in the above dialogue?

____

____

____

____

3. **Discuss:** The above dialogue and responses.

NOTES:

****

Representative answers to questions:

No. la--Accusing, guilt-making; lb--preaching, assuming; lc--accusing; ld--undue anger, guilt-making, name-calling; le--preaching, name-calling.

2a--No
2b--No

WHAT PART DOES OUR LISTENING PLAY IN A CHILD'S LIFE?

Worksheet 3a

1. Directions: Read the following statements. Below each, indicate what part listening plays in a child's life. Your answers should include points you consider important in each of the corresponding statements.

> "The real existence of this inner child in us reminds me that the most fragile thing we adults touch in life is not a thing at all. It is a developing person. It is the psychic life of a child. From the moment an infant utters its first cry and, perhaps, even before it, this infant is being educated in an adult world. It is being affected for life by adult responses to its needs. Whether it grows up in a slum or a castle, the child's psychic structure, so fragile and so explosive, is conditioned by its multiple contacts with an adult world." *

My comments: ____________________

____

____

____

> ". . . . It is so alarmingly easy to hurl adult ills into the soft receptivity of a child's developing consciousness. The child's self-image is taking shape hour after hour, day after day. If a mother does not like herself or is disgusted with life in general, if a father is annoyed by routine or grumbling over the boredom of work, if a teacher is a perfectionist about classroom discipline or compulsive in her own approach to duty, the most fragile reality in the world is being manhandled. A child's inner life is being imperiled by someone else's psychic wounds. And psychic wounds projected onto children have a way of staying around a long, long time." *

My comments: ____________________

____

____

____

Augustine Hennessy, C. P., Sign Magazine (Union City, N. J., Sept. 1971), p. 4. Used by permission of the author.

Worksheet 3b

2. Discuss: Entire worksheet.

NOTES:

LISTENING WITHOUT REALLY HELPING

Worksheet 4a

1. Directions: Read the following ways in which one can listen without really helping. Then read the dialogues that follow and indicate before each statement which one of the following "mistakes" occured. (These can be listed according to number: 1-2-3-4-5)

1) Listening to learn facts to manipulate or to "get back at" the speaker.

2) Not taking time to really listen before offering a solution.

3) Just feeding back words without indicating that you shared any feelings.

4) Probing, prying.

5) Listening after the subject has been closed.

A. ______ Child: I sure wish I could have clothes like Mary.

Mother: I've heard all I want about Mary and her clothes!

B. ______ Boy: I'd like to join Little League this spring.

Parent: You'd like to join Little League.

C. ______ Daughter: Mom, guess what happened today. I was so mad!

Parent: I can't listen now, but I'm sure it was your fault.

D. ______ Daughter: The coolest boy asked me for a date for Friday night.

Parent: Tell me more. That's exciting. What's he like. When are you going out? What are you going to wear?

E. ______ Parent: I know from everything you said before that you really dislike all teachers.

Child: A lot you care. That's the last time I'll ever tell my feelings to you!

Worksheet 4b

2. Discuss: The worksheet responses.

NOTES:

****

Representative answers to dialogue "mistakes."

a) 2
b) 3
c) 2
d) 4
3) 1

VALUES OF ACTIVE LISTENING

Worksheet 5a

1. Directions: Read the following "Values of Active Listening." Rank them from 1 to 13 in order of their importance to you. Place a 1 before the most important and a 13 before the least important.

ACTIVE LISTENING:

_____Helps the speaker answer his own problem.

_____Helps achild grow to maturity. As he feels he is understood, he is prompted to further talking it out.

_____Increases further communication.

_____Allows the child to see that the parent understands. If advice is given, the child is more apt to accept the advice if he feels a parent understands his feelings.

_____Can be done as part of day-to-day experiences.

_____Shows children that parents care.

_____Lets children know they are valued and trusted. This boosts self-esteem.

_____Letting the child express feelings helps the child get rid of feelings. When expressed, feelings can disappear or they can lessen.

_____Increases self-reliance in solving problems as the child knows a parent can trust him to think for himself.

_____Negative feelings aren't feared if a child sees that his parents can accept them.

_____Helps the child listen to what parents have to say.

_____If parents listen to and respect a child's thoughts, the child is more apt to listen to ideas and suggestions the parent has to offer.

_____Develops a climate of acceptance, trust, respect, growth, warmth and close relationships.

Worksheet 5b

REMEMBER: THE VALUES OF ACTIVE LISTENING APPLY IN ALL FAMILY AND INTERPERSONAL RELATIONSHIPS.

2. Discuss: Entire worksheet.

NOTES:

KEEPING THE COMMUNICATION DOOR OPEN OR CLOSED

Worksheet 6a

1. Directions: Read the following examples which show ways we keep communication open or ways we close communication. Add additional examples to each column.

DOOR-OPENERS	DOOR-CLOSERS
1) Oh! That's interesting!	1) Don't talk to me now.
2) Tell me more.	2) I'm busy.
3) I'd love to hear about it.	3) You're a baby--always running to me with your problems.
4) Hmm. I see.	4) Can't you do anything but complain?
5) ____________________	5) ____________________
6) ____________________	6) ____________________
7) ____________________	7) ____________________
8) ____________________	8) ____________________
9) ____________________	9) ____________________
10) ____________________	10) ____________________

2. Directions: Workshop participants count off A-B, A-B, A-B to form teams for child-parent dialogues. Then, one participant supplies the answers of a parent after the following "child statements" are begun. Participants can role play the dialogue in any way they wish--using effective active listening methods or destructive listening. Other members judge as to effectiveness of "parent child" dialogue. (Note: A begins dialogue taking part of child; B responds as the parent in any way he wishes. Then they reverse roles using the same example. B takes the part of the child, and A takes the part of the parent.)

   1) Ten-year old girl: I sure wish I had some decent clothes.

   2) Eight-year-old boy: Miss Smith is always picking on me in school.

   3) Twelve-year-old boy: No one in the whole block has to do as much as I do.

Worksheet 6b

4) Fourteen-year-old: When we went to the drive-in movie . . .

5) Fifteen-year-old: I'd like to spend a week this summer with the rest of the girls at the lake. All the group is going.

6) Fourteen-year-old: I can't see why I can't date on school nights.

7) Five-year-old: I'm not going to school again. I'm never going to leave home.

8) Eight-year-old: I don't like to take piano lessons any more. I'd like to change to drums.

3. Directions: List statements made by your own children which you would like to use as the beginning of a role-playing dialogue. If workshop time permits, participants can role play these in a manner similar to that done in the preceding exercise.

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

4) ______________________________

____

4. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 7

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

____

____

____

____

____

____

2. Directions: Set goals for the week.

   Consider the principles covered in this workshop. With these principles as background, decide on a goal applicable to your family situation that will result in improved family communication. Write this goal in the space below.

____

____

____

____

____

____

3. Discuss: Entire worksheet.

NOTES:

LISTENING, A KEY TO COMMUNICATION

Workshop III

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Agree-Disagree Statements a, b
2. Listening for Content a, b, c, d
3. Do You Have the Answers? a, b
4. Would You Mind Repeating? I Didn't Hear You! a, b
5. What Are the Feelings Behind These Words? a, b, c
6. Draw Your Own Conclusions--Set Your Own Goals
References

Plan:

1. Review: Principles covered at the previous workshop.
2. Discuss:

   * What were the individual goals set by the participants?

   * How well were these goals met?

3. Introduce: Listening, A Key to Communication--Workshop III and goal of the workshop: To practice and develop skills in listening for content and for feelings; to improve family and interpersonal communication.
4. Present and do exercises: Worksheet 1 a, b--Agree-Disagree Statements
5. Discuss:

   * Do you have trouble in listening to what some people have to say?

   * If so, what are some of the reasons for this trouble?

   * Are you aware of anything in the way you talk which might cause people to have difficulty in listening to you?

6. Present and do exercises: Worksheets 2 a, b, c, d--Listening for Content

7. Present and do exercises: Worksheets 3 a, b--Do You Have the Answers?

8. Discuss:

   * Do you find your mind wandering when people are talking?

   * Do you consider this yours or the speaker's fault?

9. Present and do exercises: Worksheets 4 a, b--Would You Mind Repeating? I Didn't Quite Hear You!

10. Discuss:

    * Do you think that people do not know what you are feeling--even when you try to express yourself?

    * Do you think that other members of your family feel the same way when they talk?

11. Present and do exercises: Worksheets 5 a, b, c--What Are the Feelings Behind These Words?

12. Discuss:

    * How do you feel about feelings? Can you express them easily?

    * How do you react when others express their feeling toward you?

13. Present and do exercises: Worksheet 6--Draw Your Own Conclusions--Set Your Own Goals

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LISTENING, A KEY TO COMMUNICATION--III

AGREE-DISAGREE STATEMENTS

Worksheet 1a

1. **Directions**: Read the following statements. Circle A if you agree with the statement or D if you disagree with the statement. Then form teams and do the same. If you cannot agree, change the wording so that you can possibly come to an agreement.

A D 1) Active listening is an effective means of keeping communication lines open.

A D 2) Active listening is easy.

A D 3) If we actively listen to someone, we give him a certain "freedom of space" in which he can feel free to be himself.

A D 4) If a child feels he is understood, this will "spoil" him.

A D 5) If we only listen to a child's feelings and accept what he says, we cannot change him. We must offer advice of our own.

A D 6) If statements of advice are needed, they are more readily listened to by a child if he has first been listened to with understanding.

A D 7) The above statement applies to all communication situations--not just those between parent and child.

A D 8) Communication involves only two important factors--the speaker and the listener.

A D 9) When communication has failed, it is usually the fault of the communicator.

A D 10) Non-verbal communication is not as important as verbal communication.

A D 11) The old saying, "Children should be seen and not heard," is still a good saying to follow.

A D 12) Sometimes silence is the best way we can "listen" to our children.

Worksheet 1b

A D 13) A look of attention and interest is sufficient for effective parent-child communication.

2. Discuss: Entire worksheet.

NOTES:

LISTENING FOR CONTENT

Worksheet 2a

1. Directions: Read the "REMEMBER" statement below as background to the remainder of the workshop.

> REMEMBER: LISTENING FOR CONTENT IS VITAL FOR GOOD COMMUNICATION. WE THINK ABOUT FOUR TIMES AS FAST AS WE HEAR. CONCENTRATION AND ATTENTION TO WHAT THE OTHER PERSON IS SAYING IS IMPORTANT.

2. Directions: The moderator reads the following monologue to workshop participants. Then, participants answer the questions following it. (This can be used as an exercise in concentration while reading if participants silently read the monologue and then answer questions. As an exercise in listening, however, it is necessary for this to be read or put on a cassette tape to be played so that participants can concentrate on listening to the spoken word.)

****

"Hello, is this the Clean and Shine Company? . . . I'd like to talk to someone about washing my windows . . . .You say both you and your wife will do this? O.K., I'll tell you what I'd like done. Could you come out and give me an estimate for the entire job? The best time for me? Well, I'm not sure. I've got such a busy schedule, it's hard to say. . . . Let's see, how about Thursday at 9:00 a.m.? No, that won't do. Tuesday at 4:00 p.m. would be better. I just remembered I have a dentist's appointment on Thursday. . . .O.K. You can come on Tuesday. . . .Can you come? That's fine. Before you come, though, so I'd have some idea of how much you charge, could you tell me the average price for windows done on three sides. . . . because I've done all the inside

Worksheet 2b

washing myself, for I wanted to save as much as I could--with prices so high and all. . . . You're right, prices of everything are terrible. It's getting so one doesn't even want to go to the grocery store. . . . You'd like me to describe my windows. What kind of windows do I have? . . . Well, they have a lot of individual panes--about six, no twelve panes in all--multi-paned, I guess you'd call them. Those are just the inside windows, though. The others are the usual storms and screen . . . aluminum combinations. All of the windows can be taken out from the inside. That's one advantage. You know the type. You just push each half of the window to the left into a type of metal casing, and the window pops out. . . . Oh, you know the type. . . . Well, that's right, I guess if you're in the window cleaning business, you know a lot about windows. . . . You say it's not that much of a help to you to have the windows come out--you'd just as soon use a ladder! Well, to each his own, I guess. But I would think it would be a lot easier. Well, however you go about it--that's your business.

You say your average price is $2.00 a window. And that's for all four sides. That seems expensive to me, but I did hear that your company did a good job, so I guess it's worth it. It is so hard to find someone dependable. . . . Oh, I forgot to remind you again, as long as I have done the inside of the windows, I'd like an estimate for only three sides.

Worksheet 2c

That would be the outside of the storm and the inside of the storm, of course, and the outside of the inside window.

Now that I think of it, would I really have to be home when you give the estimate? You know what I want, and if you could come any time next week, and just see all the windows from the outside, you could leave an estimate in the milk box on the carport. I'd really like two estimates left. One for just the outside of the storms. I just got to thinking, with the windows closed because of air-conditioning, neither the inside of the storm nor the outside of the inside window get very dirty. . . . you've got that? . . . Then I'd like an estimate for three sides, not the inside of the inside window . . . . You say I don't have to be home? Good. When I see your estimate, I'll give you a call, and we can arrange a time when you can do this. I'd prefer a Saturday in the morning--as early as possible if you work on Saturday. . . You can work on Saturday? That's good.

Well, thanks a lot. Oh, by the way, your ad also said (I have the paper before me) you clean out eaves troughs and do small repairs. I'd like you to clean the gutters also, so could you give me an estimate on that? And then there is a shutter on the front of the house that needs repair. Maybe you could say how much you'd charge to fix that. . . . Oh, you don't do that type of work. Well, do you know any one that does? The O.K. House Repair Company?. . . Thanks a lot. I'll call you when I decide what I want. Probably next Saturday morning.

Worksheet 2d

3. **Questions:**

1) Did the above monologue sound like something you yourself have heard or have said?

____

2) In what way (ways) would the speaker have improved the communication skills?

____

____

____

3) Could the listener have improved the communication situation?

____

____

____

4) Give reasons for your answer.

____

____

____

4. **Discuss:** Entire worksheet.

NOTES:

DO YOU HAVE THE ANSWERS?

Worksheet 3a

1. Directions: Participants, singly or in pairs, answer the following questions. These can be read by the moderator, or silently by participants.

1) What was the name of the window washing company?

____

2) What was the name of the person who made the call?

____

3) Why was the call made?

____

4) What was the first request made to the window washing company?

____

5) What time was first suggested as a good time for the estimate to be made?

____

6) What was the second time?

____

Why was this changed?

____

7) What was the third time suggested?

____

8) Why was a third time suggested?

____

9) What was the time decided upon?

____

10) Where was the window washer to leave the estimate?

____

Worksheet 3b

11) Was it a man or woman that answered the phone at the window cleaning company?

12) What kind of windows were described? Name three descriptive characteristics, at least.

13) What reason did the caller give for washing the inside of the windows?

14) Why did the caller think that only the outside of the windows might be dirty?

15) What other services were mentioned in the ad of the window washing company? Name two.

16) In addition to the window washing, what two home maintenance jobs did the caller want done?

17) Which of these two could not be done by the window washer?

18) When was the caller to let the window washer know if he should do the work?

19) Was the person who wanted the windows washed a home owner?

____ Was this caller a man or woman? ____

Give reasons for your answers?

3. Discuss: Responses to the above questions.

WOULD YOU MIND REPEATING?
I DIDN'T HEAR YOU!

Worksheet 4a

1. Directions: Read the "REMEMBER" statement carefully as a background for the remainder of the workshop.

> REMEMBER: CONCENTRATION IS IMPORTANT IN LISTENING AND IN GOOD COMMUNICATION. WE THINK FOUR TIMES AS FAST AS WE LISTEN.

2. Directions: Moderator reads the following monologue to workshop participants. After reading the monologue, participants answer the questions following it. (This can be used as an exercise in concentration while reading if participants just read the monologue and then answer the questions. As an exercise in listening, however, it is necessary for this to be read or put on a cassette tape to be played so that participants can concentrate on listening to the spoken word.)

****

"Hello . . . I didn't give you my address. I thought I did. It's 2804 Kirk Road. You've never heard of it? That's funny. It's an old street in the city. How do you get here? . . . Well, where are you coming from? Fifth and West Director? . . . Well, go down 5th and West Director until West 31st Street--that's a through street. Then turn north until you come to the second stop sign. That's Brown Street--a dead end. Go all the way to the end of that. It's about two blocks. Then you'll come to 2804. The numbers are down because we're going to paint, but there's a black eagle over the door. You can't miss it. . . . Oh, by the way, do you also do house painting?"

Worksheet 4b

3. Questions:

1) What was the address?

____

2) What was the address of the window washer?

____

3) Were the directions given as clearly as they could be?

____

4) If you were the person answering the phone, what would you do if you were listening to these directions?

____

____

5) What facts were left out in each of the calls?

____

____

____

4. Discuss: Entire worksheet.

NOTES:

WHAT ARE THE FEELINGS BEHIND THESE WORDS?

Worksheet 5a

1. Directions: The following are examples which show the need to be listened to. Read the examples and:

    1) Write what you think the speaker was feeling.
    2) What would you say if someone said this to you?
    3) What would you think? Would this cause you to change any future actions?

Eight-year-old girl: If you don't listen to me, Mom, who can I talk to?

Feeling: ______________________________

What would you say? ______________________________

____

What would you think? ______________________________

____

Would this cause you to change any actions in the future?

____

____

Mother, who had just finished tutoring students in her home: It's a wonderful thing to train a child's mind.

Daughter (aged 11): You have three minds of your own to train, Mom.

Feeling: ______________________________

What would you say? ______________________________

____

What would you think? ______________________________

____

Would this cause you to change any actions in the future?

____

____

Worksheet 5b

Mother, who had been busy correcting papers at night, thought she was doing the "right thing" by being with her eight-year-old girl. Later, when she went up to say goodnight to her daughter, she could tell from her daughter's face that something was wrong. Her daughter's face looked troubled and brooding. She looked hurt and disturbed. The mother said: "What's the matter, Nancy, I was here with you at home all night, wasn't I?"

Nancy: 'You were here, but you were only here bodily!"

Feeling: ____

What would you say? ____________________________________

____

What would you think? __________________________________

____

Would this cause you to change any actions in the future?

____

____

Dave, aged 10, rushed home from school, dashed in the house and immediately started to tell his mother how excited he was: "Just think. The 8th grade guys said I could play ball with them at noon. They said I could be pitcher and that I really would be a help. . . ."

Dave's mother had been trying to finish a talk she was preparing to give at Mother's Club that evening. She kept on writing, nodding absentmindedly. Dave suddenly stopped talking and ran upstairs to change his clothes, then dashed outside.

His mother said: "What were you saying, Dave. . . about playing ball?"

Dave: "Oh, nothing, Mom, it was nothing." (Then Dave rushed outside to find the rest of the "guys" on the street.)

Feeling: ____

What would you say? ____________________________________

____

Worksheet 5c

What would you think? ______________________________

____

Would this cause you to change any actions in the future?

____

____

A young man says: "If someone doesn't touch my mind soon, I'll scream."

Feeling: ______________________________

What would you say? ______________________________

____

What would you think? ______________________________

____

Would this cause you to change any actions in the future?

____

____

A teen-age girl in a letter to her teacher: "This is my way of saying goodbye and thanking you for all you've done for me. You've done more for me than you'll ever know or suspect. There are few, but very few people I can confide in or ask advice of. I feel that young people, such as myself, do feel they have no one they can tell their troubles to. Young people often feel they can trust no one. At times, I have felt that no one would care if I did tell them."

Feeling: ______________________________

What would you say? ______________________________

____

What would you think? ______________________________

____

Worksheet 5d

Would this cause you to change any actions in the future?

____

____

2. Directions: Write a "REMEMBER" statement about the importance of listening for feelings.

REMEMBER:

3. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 6

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on a chalk board or flip chart. Compare lists and discuss.

____

____

____

____

____

____

2. Directions: Set goals for the week.

   1) Resolve to practice concentration in listening for content and listening for feelings at least twice each day.

   2) Underline the above goal if you agree to work toward it. If you wish to set a goal of your own, write this in the space below:

   My alternate goal: ______________________________

   ____

   ____

   ____

3. Discuss: Entire worksheet.

NOTES:

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WHEN WE TALK--DOES ANYONE LISTEN?

Workshop I

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Voting Questions
2. Getting Behind the Problem
3. Another Look at a Basic Pattern of Communication a, b
4. Words, Words, Words--How Do We Know What They Mean? a, b
5. Talking so We'll be Listened To a, b, c
6. Self-Concept and Its Importance a, b
7. Our Talk--And the Listener's Self-Concept a, b
8. How Not to Talk (If We Want to Be Listened To) a, b
9. Accusing Messages Put the Accent on You a, b
10. About Accusing Messages--About Effective Messages a, b
11. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at the previous workshop.
2. Discuss:

   * How many reached the goal they set for themselves at the last workshop?

   * What difficulties were encountered along the way?

3. Introduce: When We Talk--Does Anyone Listen? workshop series and goal of the series: To realize the importance of the listener's self-concept; to avoid accusing messages; to take the responsibility for our feelings; to use constructive rather than destructive speech; to remember that conflict can be creative; to realize positive change can be accomplished through effort; and to show this in family and interpersonal communication.

4. Introduce: Workshop I and goal of the workshop: To realize the importance of the listener's self-concept, and to avoid accusing messages in talking.

5. **Present and do exercises:** Worksheet 1--Voting Questions

6. **Discuss:**

   * What is the main thing that keeps you from being listened to?

7. **Present and do exercises:** Worksheet 2--Getting Behind the Problem

8. **Discuss:**

   * What are the four elements involved in a basic pattern of communication?

   * When something goes wrong in communication, whose fault is it?

   * When something goes wrong in communication, what should one do?

9. **Present and do exercises:** Worksheets 3 a, b--Another Look at a Pattern of Communication

10. **Discuss:**

    * Does the same word mean the same thing to each person using it?

    * Why or why not?

11. **Present and do exercises:** Worksheets 4 a, b--Words, Words, Words--How do We Know What They Mean?

12. **Present and do exercises:** Worksheets 5 a, b, c--Talking so We'll Be Listened To

13. **Discuss:**

    * What is meant by a person's self-concept?

    * How important is a person's self-concept?

    * What part do we play in helping another build up his self-concept?

14. **Present and do exercises:** Worksheets 6 a, b--Self-Concept and Its Importance

15. Discuss:

    * How does our talk affect our child's self-concept?

16. Present and do exercises: Worksheets 7 a, b--Our Talk--And the Listener's Self-Concept

17. Discuss:

    * What kind of talk tears down a listener's self-concept?

    * Does this hold true with the manner in which we talk to our children?

18. Present and do exercises: Worksheets 8 a, b--How Not to Talk (If We Want to be Listened To)

19. Present and do exercises: Worksheets 9 a, b--Accusing Messages Put the Accent on You

20. Discuss:

    * How do you feel when accusing messages are directed at you?

    * Do you listen to someone who doesn't listen to you but who tears you down instead?

21. Present and do exercises: Worksheets 10 a, b--About Accusing Messages--About Effective Messages

22. Present and do exercises: Worksheet 11--Draw Your Own Conclusions--Set Your Own Goals

The Des Moines Family Learning Project
Family Learning Center Workshops

A Series
For Growth and Getting Along Together

Worksheet Package
For

WHEN WE TALK--DOES ANYBODY LISTEN?--I

VOTING QUESTIONS

Worksheet 1

1. Directions: The workshop moderator reads the following questions, and the participants indicate their experience by raising hands; or the participants silently read the questions, and each writes in his response.

1) Have you ever been in a family discussion and felt that no one listened to you?

____

2) Have you ever had things said to you which you felt were unfair and unjust?

____

3) Have you ever felt strongly about something and neglected stating your feelings (and then felt angry at yourself for not being strong enough to say what you really felt)?

____

4) Do you ever feel that there is no way you can say how you feel and be understood?

____

5) When angry, do you feel that there is no way to really say how you feel without hurting the "other person?"

____

6) Have you ever felt like saying or have you ever said any of the following?

"He turned a deaf ear!" ____________

"I can talk and talk and it does no good!" ____________

"I just can't communicate with him!" ____________

"No matter what I say, it doesn't do any good." ____________

"There's a wall between us." ____________

"He never listens to what I say!" ____________

Worksheet lb

7) Do you feel that being listened to is just a matter of luck or chance?

____

2. Discuss: Entire worksheet.

NOTES:

GETTING BEHIND THE PROBLEM

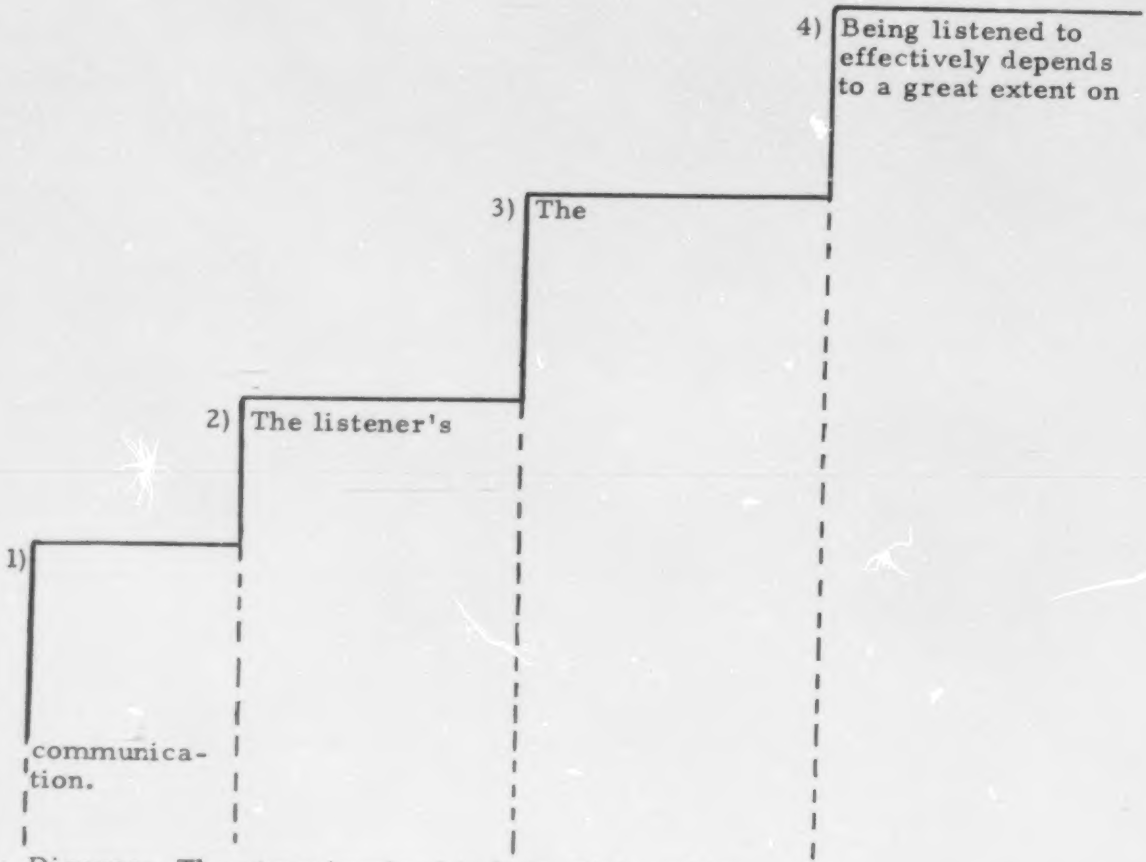
Worksheet 2

1. Directions: Read the following "Steps to Being Listened To." Then TO HELP YOU REMEMBER THEIR IMPORTANCE, fill in the chart at the bottom of the page by completing the unfinished statements.

   1) Consider the basic pattern of communication.
   2) Consider the listener's self-concept and its importance to him.
   3) Consider the vital influence a parent's talk has on the child's self-concept.
   4) Consider that being listened to effectively is dependent, to a great extent, on how our talk affects the listener's self-concept.

2. Question: Which of the above steps do you think is most important?

STEPS to BEING LISTENED to
Consider . . .

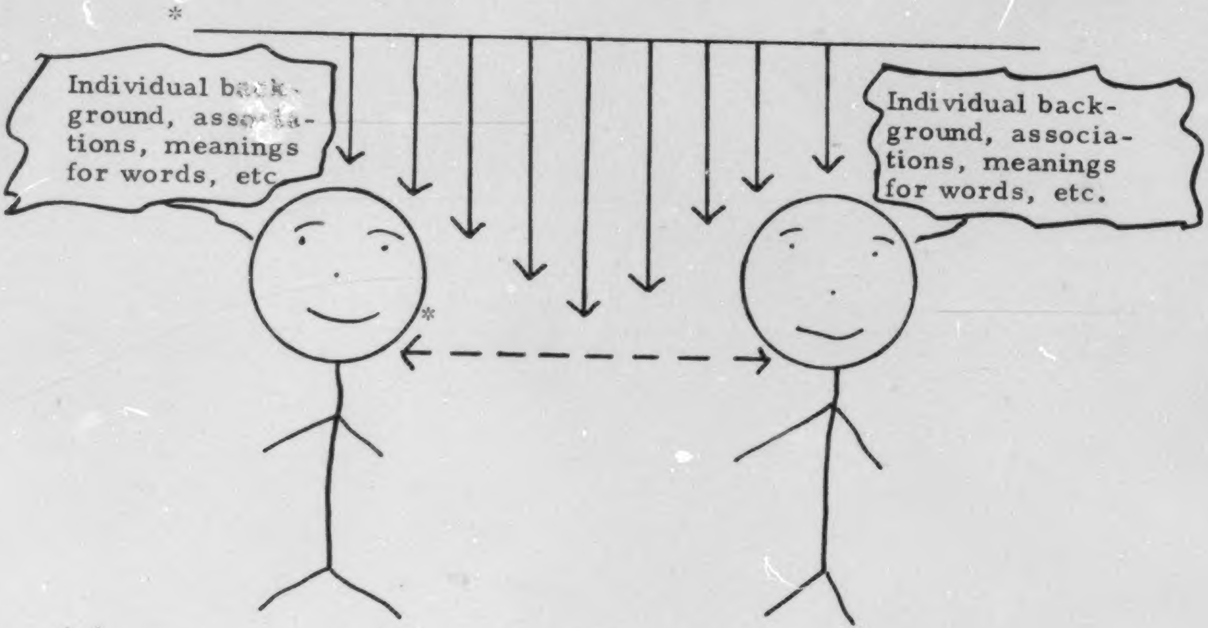

4) Being listened to effectively depends to a great extent on
3) The
2) The listener's
1)
communication.

3. Discuss: The steps involved in being listened to.

ANOTHER LOOK AT A BASIC PATTERN OF COMMUNICATION

Worksheet 3a

1. Directions: The following is a sketch of a basic pattern of communication. From the information presented in previous workshops, identify the four main parts of any communication and fill in all asterisked (*) portions below.


*
Individual background, associations, meanings for words, etc
Individual background, associations, meanings for words, etc.
*

* A ______________________ * B ______________________

2. Questions:

1) Does A necessarily have the same meanings for words as B?

____

2) Why? or Why not?

____

____

3) When we talk to a child (or anyone) can we assume he knows what we know and shares the same meanings for words?

____

Worksheet 3b

4) A teenager in your home makes the following statements. After each, write exactly what he means.

"It's cool." ______________________________

____

____

"He's tough." ______________________________

____

____

5) Did you have trouble writing exactly what was meant? Why?

____

____

____

3. Discuss: Entire worksheet.

NOTES:

WORDS, WORDS, WORDS--
HOW DO WE KNOW WHAT THEY MEAN?

Worksheet 4a

1. Directions: Read the following. Then fill in the last uncompleted sentence. (Representative answers are on worksheet 4b.)

> "It's cool," we overhear our child say. Do we close a window or listen to him describe something he admires? "Tough," we hear. Is he sympathizing or sarcastic? Or, are we supposed to verbally shudder at or admire a quality of someone he is talking about. For cool is the opposite of warm. It is also calm, desirable, slick, full of the "in-thing" of the moment. Cool can be tough, and tough can be cool as the first second-hand car. It can be as desirable as fighting prejudice. That's tough. Or it could be tough--hard, cruel; or it could be full of courage. Nervy. And so goes this label game, the big word switch. And what about the labels--dog, grass? Or the words ripped off. If it's one thing this tells us, it's that

> ____
>
> ____
>
> ____

2. Questions:

1) How can our child (or any listener) see that we at least try to understand him?

____

____

____

2) If we attempt to understand our child (including his feelings), is he more likely to listen to us when we talk to him?

____

____

____

Worksheet 4b

3. Read the following "REMEMBER" statement. After this, draw a simple sketch illustrating the statement.

> REMEMBER: WHEN WE TALK TO ANOTHER, WE CAN'T ASSUME HE KNOWS WHAT WE KNOW, FEELS ABOUT THINGS THE WAY WE DO AND SHARES THE SAME MEANINGS FOR WORDS AND SENTENCES. WE SIMPLY CAN'T OPEN UP HIS HEAD AND POUR OUR CONVERSATION IN.

4. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 1.

1) Different people have different meanings for words.
2) Meanings come from inside us.

Representative answers to number 2.

1) By letting him see we "feel with him"--that we listen to content as well as feelings.
2) Yes
3) Yes

TALKING SO WE'LL BE LISTENED TO

Worksheet 5a

1. Directions: Read the following and answer the questions which follow:

> Thirteen-year-old Molly was considered much less intelligent than her twin sister, Megan, by most of the teachers in the school. Molly's work was never turned in on time. Sometimes it wasn't done at all. At other times, it was carelessly done. Molly's usual attitude was, "I don't care." She didn't have to say this verbally. Her very actions, her shrug of the shoulders, her slumping down in the desk, her look of boredom--all conveyed this.
>
> One morning she came in the classroom, and, knowing that the teacher knew she had broken a minor school rule, said: "Don't rat on me."
>
> Immediately the teacher "saw red" and spluttered angrily, "Rat on you--I never ratted on anyone." Going on in the teacher's mind, however, was the terrible, offensive meaning the term "rat" had to her. Throughout the day, this thought came to her--and also what the term rat might mean to thirteen-year-old Molly. She began to realize that "Here is a person who uses this word in everyday slang. In all fairness, I really should try to show her the difference in our two viewpoints."
>
> The next morning she walked into the classroom, and before beginning the lesson drew out a simple communication pattern as shown in these workshops. She explained to Molly that Molly's meanings for the word rat were probably entirely different from the effect the term rat had on her (the teacher), and that the reason she became so angry the day before was that she had not really taken that into consideration. She told Molly that there was no communication for communication was sharing meaning.
>
> As she explained this, and as the 13-year-old saw that her meaning was accepted by the teacher as equally important as the teacher accepted her own, her face brightened. As the teacher explained that this difference in meaning between two people was the cause of the first "blow-up," the girl literally became "another person," saying she wished "others would feel the same way."

Worksheet 5b

From that time on, her entire attitude became much better. And her attitude toward herself improved. Her work became much better and it was turned in on time. She obviously began to take pride in herself and what she could do. AND SHE LISTENED MUCH MORE EFFECTIVELY TO THE TEACHER THAN SHE EVER DID BEFORE.

This pointed out an important rule of good communication, COIK (Clear Only if Known): When things are known, when meanings of one person are not thought to be meanings the other person has, when meanings are explained, communication becomes much more effective.

2. Questions: (Representative answers are on worksheet 5c.)

1) Are there similar experiences which occur in a home when communication is halted because of such a road block?

____

____

2) How did the teacher get the student to listen to her more from that time on?

____

____

____

3) Do you think the teacher became less effective by admitting the child's meaning was as important as that of her own?

____

4) By admitting the child's meaning was as important as that of her own, what did the teacher accomplish?

____

____

____

____

Worksheet 5c

> REMEMBER: THERE IS A SELF-FULFULLING PROPHECY THAT OFTEN OCCURS IN HUMAN RELATIONSHIPS: PEOPLE ACT IN THE WAY WE EXPECT THEM TO ACT.

3. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 2.

1) Yes
2) By showing the student that her meaning of the word was as important as that of the teacher.
3) No
4) A boost in the child's self-esteem, and, in turn a much better class attitude. much improvement in classwork, and literally "a changed girl."

SELF-CONCEPT AND ITS IMPORTANCE

Worksheet 6a

1. Directions: Read the statements below* and underline those portions which you think are especially important. Then, mark any statement you disagree with.

> ". . . the fundamental motive of human behavior is not self-preservation, but the preservation of the symbolic self . . . ."

> "The basic purpose of all human activity is the protection, the maintenance, and the enhancement not of the self, but of the self-concept, the symbolic self."

(S. I. Hayakawa, Symbol, Status, and Personality, p. 37)

> ". . . others who have worked in the field of perceptual psychology state that the self-concept is the fundamental determinant of our perceptions and of our behavior."

(Ibid, p. 38)

> "To return, then, to the problems of communication: if it is true that everybody is trying to protect and enhance his self-concept, then your messages get through not only because you have presented them eloquently or logically, but more pertinently because of the meanings they have to the listener in the light of his interests and his self-concept. If the content of your message is seen by your listener as enhancing to his self-concept, it will be received and welcomed. If, however, the ideas you are trying to present are seen by the listener as threatening, all he will do is rigidify his defenses against you. The harder you talk, the more skillfully you talk, the more plausible you become, the more suspicious and defensive he becomes. No man or woman can easily be persuaded to do something, to accept something, which violates or threatens his self-concept. Nor can a child."

(Ibid, p. 45-46)

> "All God's children have self-concepts. All God's children try to protect, maintain, and enhance their self-concepts within the environment as they see it, which is not the same as the environment as you see it.

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FLC: 472

Worksheet 6b

> The other fellow has goals which make sense to him, which may not be your goals. If you try to force or to impose your perceptions and goals on the other fellow, he may feel threatened. If he feels threatened, he will resist your communications. This resistance is not so much proof of his cussedness as it is evidence that, like yourself, he sees what he sees, he understands what he understands, and he is not likely to change his perceptions just because someone tells him to." *
>
> (Ibid, p. 48)

2. Discuss: Entire worksheet.

NOTES:

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OUR TALK--AND THE LISTENER'S SELF-CONCEPT

Worksheet 7a

1. Directions: Read the "REMEMBER" statements. Then answer the questions which follow.

> REMEMBER: IT HAS BEEN SAID THAT MAN WILL TRY TO DEFEND HIS SELF-CONCEPT MORE THAN HE WILL HIS PHYSICAL SELF. IT FOLLOWS THEN, THAT THE MORE WE TEAR DOWN THE OTHFR PERSON, THE LESS LIKELY WE WILL BE LISTENED TO.

> REMEMBER: OUR TALK HELPS FORM THE CHILD'S OPINION OF HIMSELF.

> REMEMBER: OUR TALK IS LISTENED TO MORE CLEARLY IF WE DO NOT TEAR DOWN THE LISTENERS SELF-CONCEPT.

2. Questions: (Representative answers are on worksheet 7b.)

   1) At what age does our talk begin to affect our child's self-concept?

   ____

   2) How long can our child carry around a mental picture of himself?

   ____

3. Directions: Consider the following statements made by middle-age people. Then look at the above two questions, and, if you want to change your answers, do so.

   A fifty-three-year-old man: "I was always supposed to be the girl in my family. My folks always told me that. They never let me forget it."

   A middle-age woman: "My parents always expected too much of me. They expected me to be perfect. I was afraid of some of the things I did, afraid to tell them for fear they would disapprove, even after I was married."

Worksheet 7b

4. Directions: The following statements are examples of talk which either directly or indirectly can affect our child's self-concept. Read each statement and before each write the word directly or indirectly according to the following example.

Mother to a friend as her ten-year-old daughter overhears the conversation:

__Indirectly__ "I don't know what to do about that mop of fuzz Jane thinks is so beautiful."

____________ 'She's so bashful whenever we have company--afraid to say a word."

Mother to a seven-year old:

____________ "Your older sister certainly wasn't like that. She was always so good in school."

Parent about a four-year old:

____________ "She's not like her brothers. They could do a lot more than she can when they were four. We could see that from the time she was a baby."

To a seven-year old girl, a ten-year old boy, and a five-year old boy as they are planning a Christmas party.

____________ "I think it would be fun if you could give a Christmas entertainment when grandmother and grandpa comes. That is, just the boys. Tod can play the piano--he plays so well, and Terry can sing--I never ever thought any child of mine could sing that well. Ruth, you can help me set the table."

5. Discuss: Entire worksheet.

****

Representative answers to number 2. 1) From infancy on. 2) For life. Representative answers to number 4. 1) Indirectly, 2) Directly, 3) Indirectly, 4) Directly--to the seven year old girl.

HOW NOT TO TALK
(IF WE WANT TO BE LISTENED TO)

Worksheet 8a

1. Directions: Column A lists various ways in which our talk tears someone down. Column B contains actual messages illustrating the examples in columnA. Following the example shown, draw a line from the type of talk in column A to the corresponding example in columnB.

A	B
1) By demeaning the other person through threats.	1) You are lazy, lazy, lazy! Your bedroom hasn't been cleaned in a month.
2) By not taking responsibility for our feelings. By sending accusing ("you") messages.	2) I am angry because you used such poor judgement.
3) By blaming the other person for the way we feel.	3) You're going to get it when Daddy comes home. You're in for a hard spanking when he gets back from his trip at the end of the week.
4) By not staying with the present issues and digging up past hurts.	4) Are you worrying about that! Don't be silly!
5) By making the listener feel guilty.	5) Don't you dare say what I think you're going to say.
6) By not taking the other person's feeling seriously; be sneering, laughing at, making fun of him.	6) You should be ashamed. You're such a bad, bad girl.
7) By being sarcastic.	7) One hour late! You must have been up to no good.
8) By name calling.	8) You're always interrupting. And, what's more, you don't ever do what I want. Last week, for instance . . .
9) By not remembering COIK: Clear Only if Known.	9) Who do you think you are, Miss Junior Miss of the whole city?
10) By second-guessing what the other person is thinking.	10) Well, Mr. Achiever. Another poor grade I see.

Worksheet 8b

2. Questions:

1) How many times was the word "you" used in column B?

____

2) Do these examples remind you of things you have said to your children?

____

3. Discuss: Entire worksheet.

NOTES:

ACCUSING MESSAGES PUT THE ACCENT ON YOU

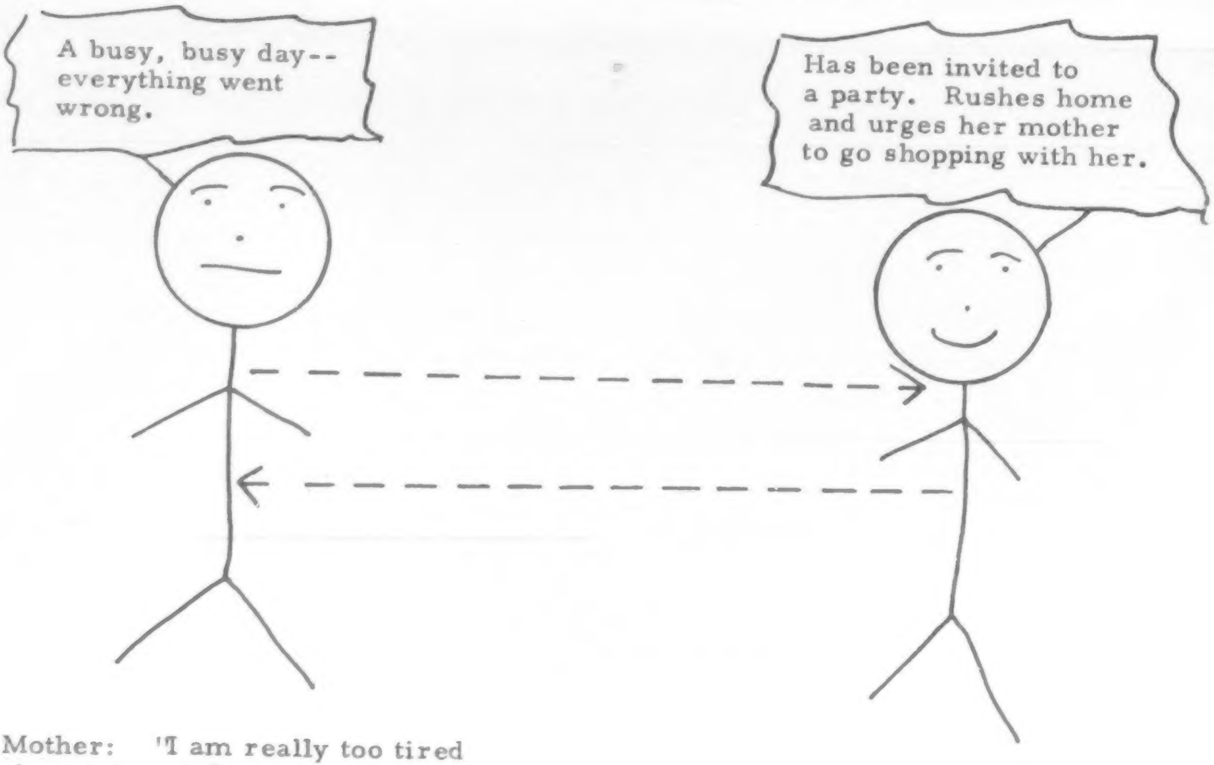
Worksheet 9a

REMEMBER: AVOID PUTTING THE ACCENT ON YOU WHEN WE ARE ANGRY.

1. Directions: The following examples A and B are two responses and the effects they have on a daughter.

Example A

WHEN A PARENT SAYS HOW HE FEELS

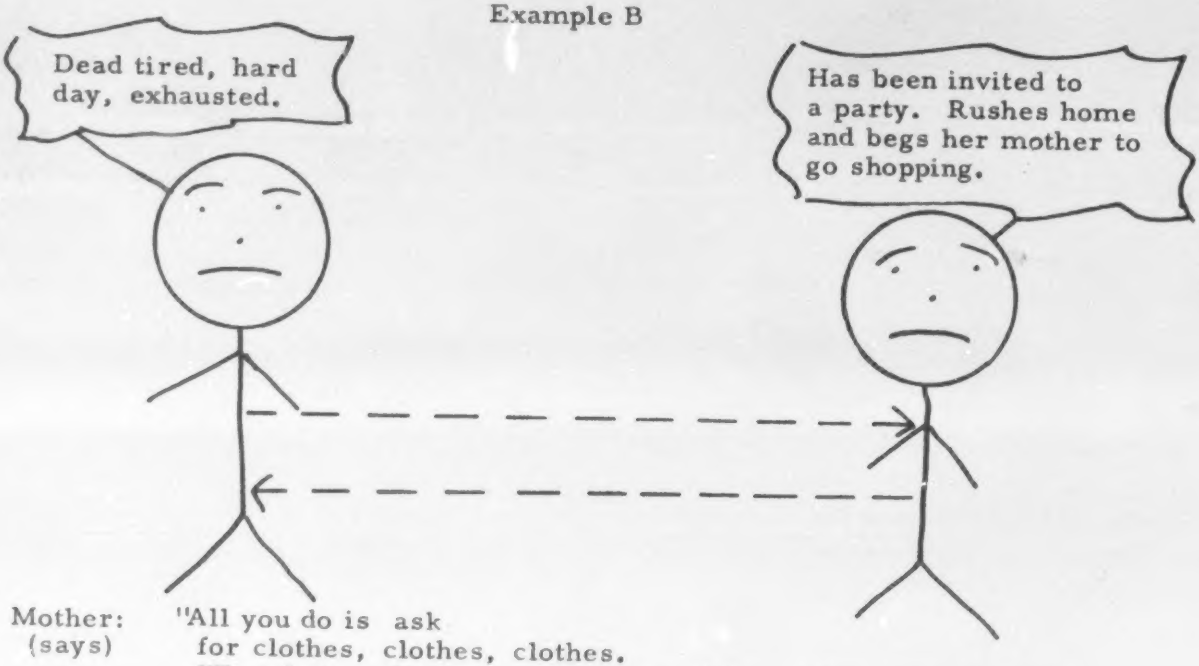

A busy, busy day--everything went wrong.
Has been invited to a party. Rushes home and urges her mother to go shopping with her.

Mother: (says) 'I am really too tired right now. I really need a nap. Then I'll go shopping after dinner. Of course, I'm glad about the party, but we'll have more fun getting the dress if I'm not so tired."

Daughter: (hears) Mom is really "beat," I guess. I sure wish we could go now, but it'll really be better if Mom isn't so tired.

Worksheet 9b

Example B


Dead tired, hard day, exhausted.
Has been invited to a party. Rushes home and begs her mother to go shopping.

Mother: (says) "All you do is ask for clothes, clothes, clothes. What do you think we're made of--money? Anyway, can't you see I'm dead tired?"

Daughter: (thinks) Mom sure doesn't understand me.

2. Discuss: Entire worksheet.

NOTES:

ABOUT ACCUSING MESSAGES--ABOUT EFFECTIVE MESSAGES

Worksheet 10a

1. Questions: Regarding Worksheet 9: (Representative answers are on worksheet 10b.)

   1) Which example, A or B, is more apt to keep communication lines open?

   ____

   2) Why?

   ____

   ____

   3) What was the value of the mother honestly stating her feelings?

   ____

   ____

   ____

   ____

   ____

   ____

2. Directions: Read the following and change the accusing message to more effective messages:

   1) "Another failing grade! Why can't you ever study? It's not that you can't get that material, but you're really stupid for not studying. You're going to have to be kept back a grade, I know."

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Worksheet 10b

2) "Get your coke off of the coffee table--how many times do you have to be told that will leave a ring! Don't you ever listen! Probably day-dreaming again!"

3. Question: Would you say the same thing to a friend as you would to your child in situation 2) above?

4. Discuss: Entire worksheet.

NOTES:

****

Representative answers to number 1.

1) A
2) There were no "put-downs," the mother took responsibility for her own feelings; she didn't blame her daughter, etc.
3) The mother's reaction didn't tear down the daughter's self-concept; the child is more likely to know the mother understands how she feels; the child respects the mother as being honest; she is likely to imitate her and avoid unjust "attacking," of the mother, etc. the child is less likely to send back an accusing (you) message of her own.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 11

1. Directions: Participants form teams. Each team lists in the space below, the main points covered in the workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

____

____

____

____

____

____

2. Directions: Set goals for the week.

   1) Keep in mind the listener's self-concept, even when angry, and avoid accusing, demeaning messages. Try to state feelings without hurting the listener at least once a day.

   2) Underline the above goal if you agree to work toward this. If you wish to set a goal of your own, write this in the space below.

   My alternate goal: ______________________________

   ____

   ____

   ____

3. Discuss: Entire worksheet.

NOTES:

WHEN WE TALK--DOES ANYONE LISTEN?

Workshop II

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Some Rules About Wrath a, b, c
2. Being Responsible for Our Feelings a, b, c
3. "I'll Love You Tomorrow" a, b
4. It Makes Me "Boil"
5. But Words Will Never Hurt Me a, b, c
6. Draw Your Own Conclusions--Set Your Own Goals

Plan:

1. Review: Principles covered at the previous workshop.

2. Discuss:

   * Have you noticed any improvement in family communication?

   * Did you find that it was difficult or easy to avoid "accusing" messages?

3. Introduce: When We Talk--Does Anyone Listen--Workshop II and goal of the workshop: to help participants use constructive rather than destructive talking in family relationships.

4. Present and do exercises: Worksheets 1 a, b, c--Some Rules About Wrath

5. Discuss:

   * When we are angry, what do we do with our feelings?

   * Should feelings be blended with one's reason and will?

6. Present and do exercises: Worksheets 2 a, b, c--Being Responsible for Our Feelings

7. Discuss:

   * How would you feel if your four-year-old child said, "I hate you"?

   * How would you feel if your ten-year-old child said this?

8. Present and do exercises: Worksheets 3 a, b--"I'll Love You Tomorrow"

9. Present and do exercises: Worksheet 4--It Makes Me "Boil"

10. Discuss:

    * Is it easy to change ingrained habits? Can it be done?

11. Present and do exercises: Worksheets 5 a, b, c--"But Words Will Never Hurt Me"

12. Present and do exercises: Worksheet 6--Draw Your Own Conclusions--Set Your Own Goals

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WHEN WE TALK--DOES ANYBODY LISTEN?--II

SOME RULES ABOUT WRATH

Worksheet 1a

1. Directions: Read the following "Rules about wrath" and try to apply them when writing your own response to the "Family Situations" below.

REMEMBER: WHEN ANGRY---
STATE WHAT YOU SEE.
STATE HOW YOU FEEL ABOUT IT.
SAY WHAT YOU THINK SHOULD BE DONE ABOUT IT.
BEGIN YOUR STATEMENT WITH THE WORD "I" TO
AVOID ATTACKING THE OTHER PERSON VERBALLY*

FAMILY SITUATIONS

You have just finished cleaning your house for company. It is six o'clock, and you're exhausted. You feel as if you will never make it through the evening if you don't get a short rest. You left your job later than usual and then rushed home to try to get everything ready for supper at seven.

Just as you're finishing preparing the casserole and are ready to sit down with a glass of iced tea, your children, five and six, burst in, tracking mud all over the clean floor. They are bursting with excitement and say: "Mom, guess what. Mr. Dee has just asked us if he can take us to see the circus unload Saturday. Can we go, Mom, Can We, Can We . . . ?"

You say: ____

____

____

____

____

____

____

____

See Haim Ginott, Between Parent and Teenager (New York, Avon Books, Hearst Corp., 1971), p. 100.

Worksheet 1b

Your ten-year-old son has been happily playing with a new yo-yo all week. He said his pal Joe gave it to him. As you are watching him do special tricks, the phone rings. The call is from your friend who runs a gift shop in a nearby shopping center. She tells you that she has been debating all week whether to tell you or not, but she knows she has to finally tell you that your son has been "picking up" small items from her store and stuffing them in his pocket without paying for them. You are shocked, and you tell her so. Then you finish the conversation. You turn to your son, and

You say: ____

____

____

____

____

____

____

Your 14-year-old son comes home feeling very depressed saying he has just been "fired" from his job as dishwasher at a nearby pancake house. As he walks into the living room and sits on the davenport, he accidentally bumps into a table on which is standing a prized antique vase. The vase topples and breaks into pieces. You know you can never replace it.

You say: ____

____

____

____

____

____

____

Worksheet 1c

It is two o'clock in the morning. For one hour you have been growing increasingly angry, for your son told you he would be home at one o'clock. Your anger changes to worry, then changes back again to anger. You wish you didn't have to handle the situation alone, and you try to change your feelings of anger at having to tend to such problems by yourself. Your husband is away on business, and he has been gone for three weeks. It has been a hard three weeks for you, for numerous problems occured. Most of them, however, revolved around worry about the teen-age children, and the parties to which they kept begging to go. Against your better judgement, you let your 16-year-old son take the car for the fourth night in a row. The first two nights were for play practice; the last two nights were cast parties. You are so angry and so worried about the situation that your heart begins to pound. Suddenly the phone rings. It is your son. He says:

> "I'm sorry, I'm so late, but the entire back seat of the car burned out. When I left Jim's house, I noticed it, and I thought I put it out, but as I was coming home, I could tell the seat was still smoldering, so I had to stop at a gas station and pull out the back seat and hose it down completely. I'm sorry, Mom."

You say:

Later, when he gets home, and you see the terrible damage,

You say:

2. Discuss: Entire worksheet.

BEING RESPONSIBLE FOR OUR FEELINGS

Worksheet 2a

1. Directions: Answer the following questions. (Representative answers are on worksheet 2c.)

   1) What does it mean to be responsible for our feelings?

   ____

   ____

   2) If our child does something we don't like, misbehaves, breaks a rule, or causes us a problem, will stating our feelings damage his self-concept? We have been told not to damage self-concept; what about when we have every reason to be angry? What about my self-concept?

   ____

   ____

   ____

   ____

   3) Do you agree with the statement: "If feelings are not expressed or admitted, they are apt to come out in a more destructive way?"

   ____

2. Directions: Read the following statements and indicate which is an effective and which is an ineffective way of stating feelings when angry. Then indicate the communication error in the ineffective statement of anger.

   A)________ "I am angry that the kitchen was left in such a mess after your party. I expected it to be cleaned up after you said you would."

   ____

   B)_______ "I am really so tired now. It's not that I'm not interested, but if you could wait until I read the paper and relax, I'll be able to look over your term paper more clearly."

   ____

Worksheet 2b

C)________ "Well, don't get so dramatic, Miss Academy Award Winner! I just told you it's high time you should help me around here!"

____

D)________ "I really need your help in 10 minutes. I know the program is your favorite, but this way we will have dinner on time, and I don't like to feel "put upon."

____

E)________ "What sloppy, careless girls I raised! It's one thing to want a party, I see, and another to clean up. I can see who you think will do all the dirty work! I really know what I'm thought of around here!"

____

3. Is it wise to state all feelings without any regard for the situation at hand? (If our child is extremely disheartened because of an unfair incident at school, is it wise to tell him how angry we are about something he has or has not done as soon as he finishes letting us know of his disappointment?)

____

____

____

4. Discuss: Responses to preceding questions.

NOTES:

****

Representive answers to number 1.

A) We can effectively take the responsibility for our feelings when in clear, direct terms, we can say how the action made us feel; and when we state how we feel without demeaning the other person, without insulting, sarcasm, name-calling, blaming unjustly, etc.

Worksheet 2c

2) Honestly stating feelings will not damage a child if we avoid attacking the child's personality and character, if we stay with the situation at hand and do not bring out all our past hurts, if we avoid name-calling, if we do not see more in the situation than there is, if we do not blame the other person for the way we feel, if we do not make the listener feel guilty, if we refuse to take the child's feelings (as he responds to us) seriously, if we avoid sneering, laughing at, or making fun of him, if we avoid being sarcastic, if we avoid second-guessing, etc.

3) Yes

Representative Answers to Number 2.

No. One should take into account the entire situation; feelings should always be blended with intellect and will.

Representative answers to number 3.

A) Effective
B) Effective
C) Ineffective--Name-calling, demeaning the other, sarcasm, Not taking responsibility for one's feelings, sending accusing messages.
D) Effective
E) Ineffective--Name-calling; accusing (you) messages, assuming, not taking responsibility for one's feelings.

"I'LL LOVE YOU TOMORROW"

Worksheet 3a

1. Directions: Read the statement below and answer the questions which follow.

   The following message hangs in the office of a counselor. It is from her child. It says:

   "I'M ANGRY AT YOU NOW, BUT I'LL LOVE YOU TOMORROW"

   Questions: (Representative answers are on worksheet 3b.)

   1) What does the message tell you about the child?

   ____

   ____

   ____

   2) What does it say about feelings?

   ____

   ____

   3) What does it tell you about the parent?

   ____

   ____

   4) Why do you think the parent hung it on the wall of her office?

   ____

   ____

   5) If your child said the same thing to you, what would be your response?

   ____

   ____

2. Directions: Read the following examples of family situations and write your first reaction in the space provided. After finishing the three examples, re-read your first responses, changing them if you think it would make for better communication. (In other words, if you had a chance to say something differently after thinking about it for awhile, would you do so?)

Worksheet 3b

1) Your three-year-old boy comes in crying, saying all the other kids are teasing him.

2) Your thirteen-year-old boy begins to cry when he says he wishes he weren't so small, that he wants to be taller than he is.

3) Your thirteen-year-old girl bursts out crying and says: "All the other girls make fun of me. Every time I answer a question, they start giggling and looking at one another."

3. Question: Was your response to the thirteen-year-old boy different than that to the thirteen-year-old daughter? Why? or Why not?

4. Discuss: Responses to worksheet.

****

Representative answers:

1) Individual answers will vary. The child felt free to express her feelings without accusing her parent; she took responsibility for her feelings; she knew she really loved her parent.
2) Feelings change.
3) The parent was the type who allowed the child to express anger.
4) Perhaps to help others.
5) Individual answers vary.

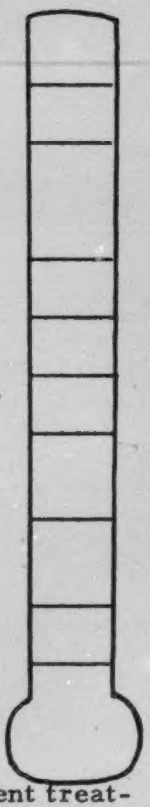
IT MAKES ME "BOIL"

Worksheet 4

1. Directions: In the column at the left is a list of errors to avoid in talking if we want to be listened to. As a review, rank them on the thermometer at the right according to the way they would make you feel. Use corresponding numerals and indicate those which would make you "boil" at the highest spot on the thermometer.

THE OTHER PERSON "MY BOILING POINT"

1) Not taking the responsibility of one's feelings--sending accusing messages. ______________
2) Not staying with present issues. ______________
3) Not taking my feelings seriously by sneering, laughing at, making fun of me. ______________
4) By second-guessing me. ______________
5) Be being sarcastic. ______________
6) By making me feel guilty. ______________
7) By "not talking;" by giving me the silent treatment. ______________
8) By apologizing, but then still acting angry with hurt looks, etc. ______________
9) Digging up all past hurts. ______________
10) By attacking my personality or character. ______________



2. Question: What does "not talking," what does giving one the "silent treatment" really do? (Representative answer is at the end of the worksheet)

____

3. Discuss: Individual responses.

****

Representative answer to number 2.

This can say, "What you feel and think is not the least concern to me." It can literally be a case of actions speaking louder than words, for it can convey the message, "I don't want to know how you feel."

"BUT WORDS WILL NEVER HURT ME"

Worksheet 5a

"Sticks and stones may break my bones
But words will never hurt me."

1. Question: Do you agree with the above two lines? Why? or Why Not?

____

____

2. Directions: Three participants role-play the following family argument. After the role-playing is finished, write the communication errors below the corresponding statements. (Representative answers are on worksheet 5c.)

SCENE: It is Sunday afternoon, five o'clock. The house is in disorder after relatives left for home. They had spent most of Sunday "visiting."

Mother: I've had it! None of you helped me one bit! I had to do everything--get the big dinner, clean up the dishes, everything. As far as I'm concerned, both of you are cut out of the same cloth--you are both lazy and inconsiderate.

ERROR: ______________________________________

Father: Cool it--cool it. Don't blow your stack. Remember, I do my share of work to keep food on the table. Besides, they were your relatives. It seems to me, you're the inconsiderate one, with all that name calling.

ERROR: ______________________________________

Mother: There you go--that's the same thing you always say. And while I'm at it, you might as well know I hated being interrupted all the time whenever I opened my mouth. And then there was that remark about my parents being money-pinchers. At least they weren't like you, Mr. Spend-thrift! You always say that about my parents--you even did this the first year we were married. And my folks gave us so many things.

ERROR: ______________________________________

Worksheet 5b

Daughter: I hate to interrupt you two--but I've got to leave. I promised Jane I'd be at her house at six, so she could help me with tomorrow's term paper. As long as you seemed to have other things on your mind, you didn't notice that I was working on my term paper this afternoon. You could have said you needed help. I'm not a mind reader.

ERROR: ______________________________

Mother: That's enough of your smartness. If you didn't leave everything to the last minute, you'd have that paper done by now. That's just what you did last semester--waited on everything to the last minute.

ERROR: ______________________________

Father: Now, wait a minute. I can see Kathy's point of view.

ERROR: ______________________________

Mother: Take sides, take sides, take sides. O. K., Just go on, you two, I should be used to it by now.

ERROR: ______________________________

3. **Questions:**

1) Who was at fault in the above situation? Why?

____

____

____

2) What was the most common fault seen in the above argument?

____

3) What was the most damaging?

____

____

Worksheet 5c

4. Discuss: Responses to the entire worksheet.

NOTES:

****

Representative answers to number 2.

1) Name-calling, not taking responsibility for ones feelings.
2) Sarcasm, name-calling, hitting "below the belt."
3) Not staying with the present issue, digging up past hurts.
4) Name-calling, sarcasm.
5) Not remember COIK, accusing.
6) Demeaning, not staying with the present issue.
7) Name-calling, sarcasm.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 6

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

2. Directions: Set goals for the week.

   1) When angry, follow these principles: "Describe what you see. Describe what you feel. Describe what needs to be done. Do not attack the person." *

   2) Underline the above goal if you agree to follow it. If you wish to set a goal of your own, write it in the space below.

   My alternate goal: ____________________

3. Discuss: Entire worksheet.

NOTES:

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*Haim Ginott, Between Parent and Teenager (New York, Avon Books, Hearst Corp., 1971) p. 100. Used by permission of Dr. Alice Ginott, literary executor.

WHEN WE TALK--DOES ANYONE LISTEN?

Workshop III

Materials: Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Agree-Disagree Statements a, b
2. Voting Questions a, b
3. Jumping to Conclusions a, b
4. Remember Statements a, b
5. Some Rules in Resolving Conflict a, b, c
6. A Mother Asks. . . And Mothers Answer a, b, c
7. Draw Your Own Conclusions--Set Your Own Goals
   References

Plan:

1. Review: Principles covered at last week's workshop.

2. Discuss:

   * Individual "conflicting" experiences and how they were handled.

   * Gains in open or closed communication.

3. Introduce: When We Talk--Does Anyone Listen?--Workshop II and goal of the workshop: To remember that conflict can be constructive, to realize positive changes can be accomplished through effort, and to show this with the people closest to us--our family.

4. Present and do exercises: Worksheets 1 a, b--Agree-Disagree Statements

5. Present and do exercises: Worksheets 2 a, b--Voting Questions

6. Discuss:

   * What is meant by constructive conflict?

   * Can conflict be creative? Can it give birth to more harmonious relationships?

7. Present and do exercises: Worksheets 3 a, b--Jumping to Conclusions

8. Present and do exercises: Worksheets 4 a, b--Remember Statements

9. Discuss:

   * Is there any one way you handle family conflict which you would like to share with us?

   * Despite individual differences, could common rules for resolving conflict be helpful?

   * What would you include in these rules?

10. Present and do exercises: Worksheets 5 a, b, c--Some Rules in Resolving Conflict

11. Present and do exercises: Worksheets 6 a, b, c--A Mother Asks . . . And Mothers Answer

12. Present and do exercises: Worksheet 7--Draw Your Own Conclusions--Set Your Own Goals

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WHEN WE TALK--DOES ANYBODY LISTEN?--III

AGREE-DISAGREE STATEMENTS

Worksheet 1a

1. Directions: Read each statement below. Circle either A or D according to whether you agree or disagree with the statement. Then work in pairs and do the same thing. If you cannot come to an agreement, change the wording so you can possibly reach a joint decision. This is not a true-false exercise. It is an exercise to examine your own thinking.

A D 1) The way we talk to a child will influence his entire development.

A D 2) Changing communication habits is not too difficult.

A D 3) Because we have been "programmed" into a certain way of talking to our children, we are likely to keep talking this way unless we are really determined to change and stick to that determination.

A D 4) If we have tried for two weeks to change our pattern of talking and listening and still fall back into our former methods, we might as well give up.

A D 5) We can tell if our talk has hurt or helped our child if he keeps still and doesn't argue back.

A D 6) The beneficial effect of starting good communication patterns early is that it can give parents more real power for influence. Physical power lessens as the child grows.

A D 7) Our main goal in any family conflict is to be the winner.

A D 8) If a parent doesn't win in a parent-child conflict, it shows he is weak.

A D 9) Feelings should always be kept to oneself.

A D 10) Feelings should never be kept to oneself.

A D 11) One can be angry at another and say so without causing damage to the other person.

A D 12) All conflict is destructive.

Worksheet 1b

A D 13) Conflict can be constructive or creative--good can come from it.

A D 14) A winner in a conflict is one who learns more than one who is hurt.

A D 15) Love should mean that there is total agreement between two people.

A D 16) A healthy relationship can contain hurt.

A D 17) In close relationships there are bound to be conflicting feelings and resentments.

A D 18) Sharing feelings helps one know and understand the other. Sharing feelings requires faith and trust in the other person.

A D 19) If feelings and hurt are not shared, they can be stored up to result in a lot of "unfinished business."

A D 20) Conflict involves expressions of feelings, not just the use of logic.

A D 21) It doesn't matter how we express our feelings in a conflict, just that we express them.

A D 22) Often anger which occurs in a family relationship is anger at something that can stand in the way of a better relationship.

2. Discuss: The responses of the paired participants.

NOTES:

VOTING QUESTIONS

Worksheet 2a

1. Directions: The moderator reads the following questions, and the participants indicate their experience by raising hands; or the participants read the questions and write in their response.

1) When in a family conflict, do you avoid including your feelings?

2) Is it hard for you to express your feelings calmly?

3) Is it easier to fling out accumulated hurts you have stored up over past injuries?

4) Do you hold back your feelings so as to avoid conflict?

5) When in a family conflict, do you usually end up hurting the other or in being hurt yourself?

6) Do you "give in" to your children to avoid conflict--then feel bottled up inside?

7) Do you feel that no good comes from conflict? That it's peace at any price?

8) Have you avoided conflict and then felt that you were weak because of it?

9) Do you always have to be right?

10) Do you feel that "someone always has to win" an argument?

Worksheet 2b

11) Can there be good communication if both parties involved "agree to disagree?"

____

2. Discuss: Entire worksheet.

NOTES:

JUMPING TO CONCLUSIONS

Worksheet 3a

1. Directions: Read the following story. Then answer the questions which follow. (Representative answers are on worksheet 3b.)

> Sally, fifteen, came in from a date with a very responsible boy she had been dating for about six months. When her mother asked her where she had been, she said, "We went to a drive-in movie."
>
> Before Sally even had a chance to explain what movie they saw, the roof feel in. Sally's mother began a verbal assault against Sally on the "wrongness" of going to a drive-in movie. Sally was angry and silent.
>
> Later, the mother saw the situation more clearly and said that she realized the error in the situation. She confided to friends that the real reason she became angry was that the week before she had attended a talk of "Raising Your Teenager." In this talk, the dangers and temptations of drive-in movies were vividly expressed. Parents were cautioned against the "evils" that could occur. Sally's mother equated the "what could occur" with "what did occur."

2. Questions:

1) Why do you think there was even more of a "silent wall" between Sally's mother and her daughter?

____

____

____

2) Were there destructive communication methods used here?

____

3) If so, list them below:

____

____

____

____

Worksheet 3b

3. Discuss: The above responses and the representative answers below.

NOTES:

****

Representative answers:

1) Sally probably felt that her mother was unjust, that she didn't trust her, that she didn't give her a chance to tell the whole story, etc.
2) Yes
3) Poor communication even before the date; Sally's mother didn't know where they were going; Sally's mother assumed before she knew the facts; she didn't give Sally a chance to explain; her verbal assault probably included feelings that showed little respect for either Sally or herself; a verbal assault can damage, etc.

REMEMBER STATEMENTS

Worksheet 4a

1. Directions: Read the following statements. Then:

   1) Rank them from (1) to (4) in their order of importance to you.

   2) Write a "REMEMBER" statement of your own after these statements.

REMEMBER: EACH OF US CARRIES WITHIN HIMSELF A PRIVATE COLLECTION OF INSTANT INSULTS. THIS RELIC OF OUR PAST IS A NEEDLESS BURDEN . . . .

"TO BE EFFECTIVE AS PARENTS, WE MAY HAVE TO UNLEARN SOME DEEPLY INGRAINED LESSONS FROM OUR OWN CHILDHOOD. THOSE WHO DO NOT UNDERSTAND THE PAST ARE COMPELLED TO REPEAT IT." *

REMEMBER: THE OPPOSITE OF LOVE IS NOT ANGER BUT INDIFFERENCE, FOR PEOPLE WHO LOVE ARE LIKELY TO GET ANGRY AT THINGS WHICH CAN HAMPER A BETTER RELATIONSHIP. LOVE DOES NOT HAVE TO MEAN TOTAL AGREEMENT.

REMEMBER: MANY CONFLICTS ARE DESTRUCTIVE, NOT CONSTRUCTIVE. THEY TEAR DOWN, FRIGHTEN, AND CREATE GUILT IN THE OTHER UNTIL THE OPPONENT GIVES IN--OFTEN RESULTING IN MUCH BURIED HATRED AND TENSION. THIS DOES NOT HAVE TO OCCUR; CONSTRUCTIVE CONFLICT CAN RESULT IF PEOPLE ARE WILLING TO WORK AT IT ENOUGH.

REMEMBER: FEELINGS INCLUDE ANGER, FEAR, LOVE, TRUST AND HURT. WHEN I CAN EXPRESS THESE WITHOUT BEING JUDGED OR CRITICIZED, I FEEL I AM BEING UNDERSTOOD A LITTLE BETTER; I FEEL CLOSER TO THE OTHER PERSON.

Haim Ginott, Between Parent and Teenager (New York, Avon Books, Hearst Corp., 1971) p. 79. Used by permission of Dr. Alice Ginott, literary executor.

Worksheet 4b

REMEMBER:

2. **Discuss**: The above responses and the individual "REMEMBER" statements.

NOTES:

SOME RULES IN RESOLVING CONFLICT

Worksheet 5a

1. Directions: Read the following rules for resolving conflict. Add any of your own which you feel are left out. Fill in the chart which follows. (Representative statements are on worksheet 5c.)

1) Respect the other person as an individual. Respect myself as an individual. Use no hurting, manipulating, demeaning or degrading.

2) Actively listen to content and feelings expressed by the other party.

3) Be willing to state my feelings and be willing to take responsibility for them, knowing there is a great difference between saying, "I feel angry," and "You make me angry!"

4) Consider the importance of the self-concept of all of us. Consider that how we talk can tear down or build up self-concept. Consider that the more we correctly build up self-concept, the more we will be listened to. Avoid sarcasm, put-downs, unfair tactics.

5) Stay with the issue discussed.

6) ______________________________

____

____

7) ______________________________

____

____

8) ______________________________

____

____

9) ______________________________

____

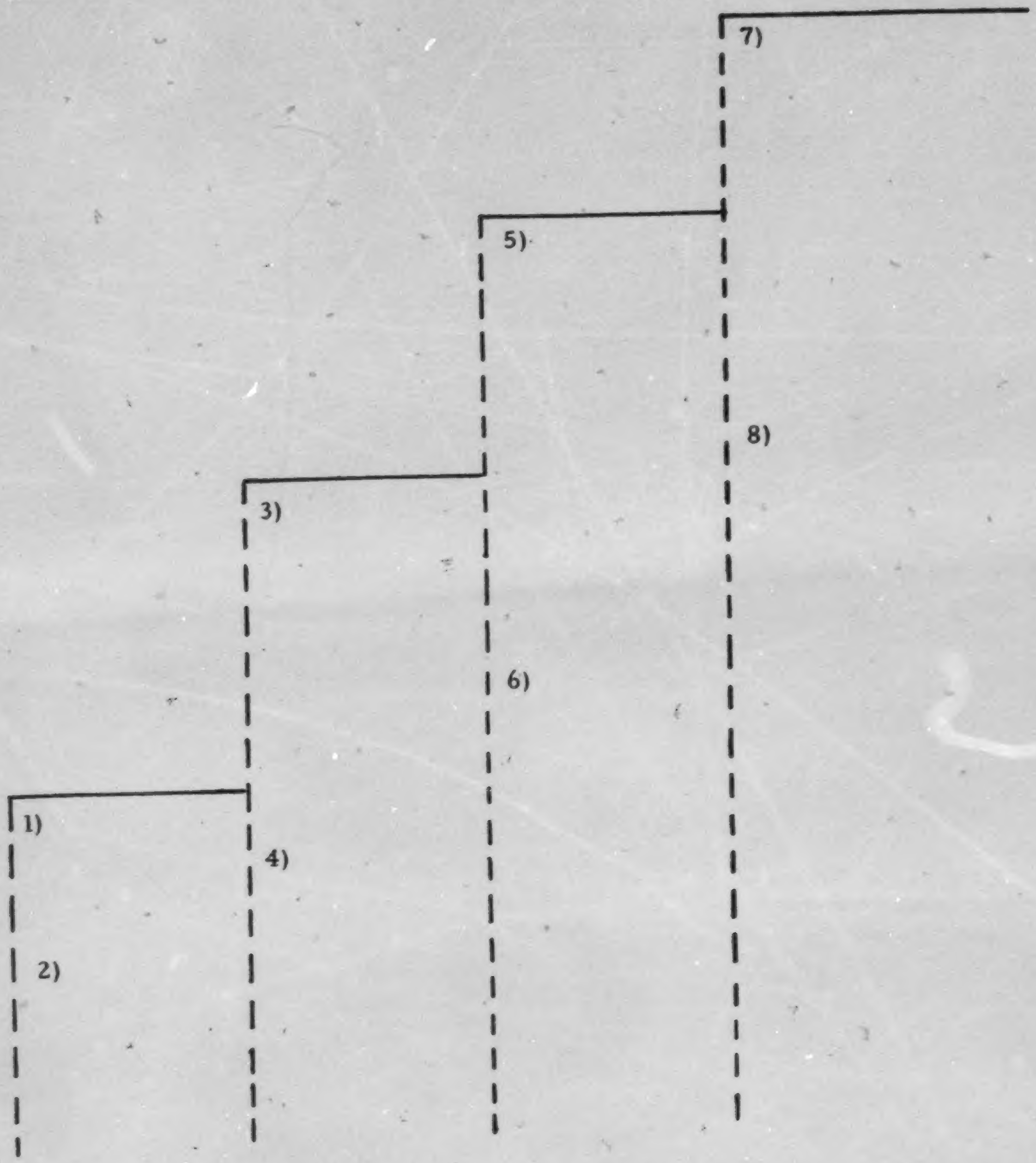
____

10) ______________________________

____

Worksheet 5b

STEPS TO CREATIVE CONFLICT



2. Discuss: Entire worksheet.

Worksheet 5c

REMEMBER: IN ONE-TO-ONE CONFLICT, EACH CAN GIVE POSITIVE, THEN NEGATIVE, FEELINGS ABOUT THE OTHER. THEN EACH CAN "FEED BACK" WHAT HE THOUGHT THE OTHER PERSON SAID.

REMEMBER: ASK YOURSELF, IS THERE ANY NECCESSITY FOR ONE PARTY TO BE RIGHT? MAYBE ANOTHER ALTERNATIVE CAN BE CHOSEN, OR MAYBE YOU CAN AGREE TO DISAGREE. IN THIS WAY EACH CAN WIN.

NOTES:

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Representative answers to remainder of number 1.

1) Don't second guess and imagine a situation that isn't there.

2) Remember COIK--CLEAR ONLY IF KNOWN.

A MOTHER ASKS . . . AND MOTHERS ANSWER

Worksheet 6a

1. Directions: Participants alternate in reading aloud this question from a mother and the answer below. In the space which follows, each participant write in his own answer to the following question:

A MOTHER ASKS:

> "Will the fact that I have been 'programmed' a certain way keep me from ever learning not to attack with instant insults? It seems that both my husband and I talk to our children the same way we have been talked to. It isn't that I don't know any better. It just seems that everything that I have learned in the past comes to the surface when I am angry at my children. Can I unlearn this?"*

A MOTHER ANSWERS:

> "Our eight year old boy had been a real behavior problem at school and at home, but things are now so changed. . . . It was one of the hardest things we did--to really put into practice active listening and avoiding put-downs and accusing messages. But when we kept at it and really learned (for the most part) to avoid accusing and the like and really listened to our boy, a tremendous change occured. I can say, 'It wasn't easy,' but I also can really say, 'Our entire family situation has improved because of this.'"

MY ANSWER:

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* Another answer to the above question can be seen in the following excerpt from "The Process of Change," from Haim Ginott's Between Parent and Teen-ager, pp. 108 - 110.

Worksheet 6b

It is not easy to change one's habitual mode of expressing anger. The new knowledge comes hard. It involves struggle and effort and determination. Here is how a mother described the stages in her process of change:

1) You insult your child. You think about it and it bothers you.

2) You hear yourself again making cutting comments. You listen helplessly as the words come out of you.

3) You know you are about to make an insulting remark. Still, you are unable to stop yourself. Real irritation with self sets in. You make a firm mental note to improve.

4) An annoying situation arises again. You can't use the old way. You still don't know how to use the new way. Something feeble and peculiar comes out of you.

5) You feel annoyed with yourself, and you review the situation again. You say to yourself, "I should have said. . . ." You review it several times.

6) Now you are almost eager for a crisis to come so that you can change to your new approach. You get your chance soon enough. This time you are prepared. Though the language is new, the tone is right. Everyone is surprised. But the method is not quite part of you yet.

7) You begin to express all nuances of anger with assurances and authority, without insult or attack. This new approach is becoming part of your personality. You play it like a musician.

8) Joy, oh joy, the children reflect your behavior and your words.

9) Alas, you are only human. You make mistakes. Only part of the time you have the energy to use this approach. With all your skill and good will, there are still those painful moments when nothing works, when you feel helpless and discouraged.

10) You recover. You continue to experiment and to learn. You say to yourself, "No method is perfect, but it's the best I've got."

*Haim Ginott, Between Parent and Teenager (New York, Avon Books, Hearst Corp., 1971), pp. 108-110. Used with permission of Dr. Alice Ginott, literary executor.

Worksheet 6c

2. Directions: Participants now form teams and list below any questions they might have regarding this workshop. Exchange this list with another team. Each team attempts to answer the questions of the other. Compare and discuss questions and answers.

3. Discuss: Entire worksheet.

NOTES:

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 7

1. Directions: Participants form teams. Each team lists in the space below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

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2. Directions: Set goals for the week.

   1) Read worksheet 6b once each day to help you remember that change in our communication habits does not come about overnight.

   2) At least once, when conflict arises, use the rules for resolving conflict as outlined in worksheet 5.

   3) Underline the above goals if you agree to them. If you wish to set a goal of your own, write this goal in the space below:

   My alternate goal: ______________________________

   ____

   ____

   ____

3. Discuss: Entire worksheet.

NOTES:

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CONCLUDING COMMUNICATION

Materials:

Pencils and flip chart or
Chalk and chalk board

Worksheet package:

1. Identifying Communication Patterns a, b, c, d, e, f
2. What's the Message Here? a, b
3. Communication and Building Self-Esteem a, b, c
4. Words and the Child's Self-Esteem a, b
5. Family Learning--Communication and Self-Esteem
6. Draw Your Own Conclusions--Set Your Own Goals a, b

   References

Plan:

1. Review: Principles covered at the previous workshop.
2. Discuss:

   * Did you have any success at resolving a conflict following the principles discussed?

   * Which principle was the most effective?

3. Introduce: Concluding Communications workshop and goal: To further analyze communication that can affect family living: by examining the effect of our communication and the effect of the entire family learning workshops on our child's self-esteem. (Remember, we began the series with Helping Your Child Feel Worthwhile.)
4. Present and do exercises: Worksheets 1 a, b, c, d, e, f--Identifying Communication Patterns
5. Discuss:

   * Of all communication barriers presented during the past workshops, which seemed hardest to correct?

   * Can you honestly say you made any improvement in effective communication during the past eight weeks ?

6. Present and do exercises: Worksheets 2 a, b--What's the Message Here?

7. Discuss:

   * Have you been more conscious of the importance of your non-verbal communication during the past weeks?

8. Present and do exercises: Worksheets 3 a, b, c--Communication and Building Self-Esteem

9. Present and do exercises: Worksheets 4 a, b--Words and the Child's Self-Esteem

10. Present and do exercises: Worksheet 5--Family Learning--Communication and Self-Esteem

11. Present and do exercises: Worksheets 6 a, b--Draw Your Own Conclusions--Set Your Own Goals

The Des Moines Family Learning Project
Family Learning Center Workshops

A Series
For Growth and Getting Along Together

Worksheet Package
For

CONCLUDING COMMUNICATION

IDENTIFYING COMMUNICATION PATTERNS

Worksheet 1a

1. Directions: Participants form teams. Each team studies the following examples of positive and negative communication which illustrate communication barriers.

    1) Identify the communication by P if positive or N if negative.

    2) Identify each of the negative communication examples according to the type of communication error it illustrates. (See example 1)

(1) __P__ John: I feel as if I am just treated as a piece of machinery in my job, not as a real person. I'd like to, just once, be thought of as a person of value at my work!

__N__ Mary: You're entirely too negative. All you do is concentrate on the things that are wrong in your life. You should know that you're going through nothing but what a lot of other people have to go through. I'm surprised you don't know this--at your age.

TYPE Not listening for feelings, sending "you" accusing messages

(2) _____ Wife: It seems to me, but, of course, I might be wrong, that if I were to get away for awhile, it would be good for us both. I mean really get away and have a different change of scenery and see different people. Well, Mary said she was driving to California, and that's a place I never saw, and she'd like me to go along; and, I thought, well, would you mind if I took a vacation--just for a few weeks, by myself, I think it would be a good idea--this year.

TYPE ______________________________

(3) _____ John: I feel as if I am just treated as a "thing" in my job, not as a person of value.

_____ Mary: Oh, I think we all feel that way once in awhile. I know I do. I used to feel sorry for myself, but I changed, by concentrating on what I really was contributing at work.

TYPE ______________________________

Worksheet 1b

(4) _____ Mother: I'm really tired of having to get up every night to tend to the baby. Why don't we take turns?

Father: Well, you've got all day to sleep the next day, and I have to go out and make a living. That's more work than you'll every know. You sure aren't appreciative.

TYPE ____

(5) _____ Mother: I'm really tired of having to get up every night to tend to the baby. Why don't we take turns?

_____ Father: I honestly don't know if I'm up to taking turns at getting up and feeding the baby. That would be every other night, and with my new job, I really need all the rest I can get. I'll try it one night, though, to give you a break. And, maybe, we can get the neighbor girl in after school for an hour, so you can take a nap when you come home. Then you'll feel more like tackling the evening ahead.

TYPE ____

(6) _____ Mary: You have all the breaks. You're out having a good time with the fellows at work, and getting to nice restaurants while all I see are the four walls at home.

_____ John: All you are is a big complainer. You never appreciate the work I do. Why can't you show some gratitude for a change.

TYPE ____

(7) _____ Mary: I know I'm probably feeling sorry for myself, but sometimes I feel so penned in. I know you work hard, but at times I am really envious of you having the fellows at work to talk to.

_____ John: I can see how you feel--being home all day with the kids. But it's no fun at work. In fact, I envy you.

_____ Mary: Well, I know we can't trade places just now, but at least I feel better knowing you understand how I feel.

TYPE ____

Worksheet 1c

(8) _____ Father: (On going to the basement and seeing tools had not been put back and the whole workshop in disarray) You are nothing but an *irresponsible boy*. You'll never use my tools again! Here you are--fourteen years old, and you're no better than when you were nine. Won't you ever learn? You probably are no better at school either.

TYPE ____

(9) _____ Father: (In the same situation as above) I am really angry seeing all my good tools not put away. I believed you when you told me you'd take care of them just as I would, and it really bothers me to see this complete mess. I worked hard to have the money to buy these, and they are too expensive to be carelessly treated.

TYPE ____

(10) _____ Mother: (Arriving home from work, tired, and seeing the kitchen in an upheaval, no supper started as her daughters were supposed to do, and knowing company is coming in one hour) You are lazy, inconsiderate, selfish girls! You can't even keep a bargain. I've been working all day, and here I have this to face. And I suppose the next thing you'll be asking for is a new dress with the money I make. You're never going to grow up to have a decent home of your own!

TYPE ____

(11) _____ Parent: You told me you'd clean up your room. Look at it! It's nothing but a filthy mess. Laundry all over--books scattered everywhere--waste basket overflowing. You'd probably be more comfortable in a tent than in a decently kept home. You'll never be any good at responsibility. Like your Aunt Grace. It was just like last fall when you said you'd wash the windows, and I had to end up doing it myself. I suppose all you do is try to see how you can look "pretty" for Jim!

TYPE ____

Worksheet 1d

(12) _____ Parent: (On arriving home at nine p.m.) You don't have your homework done? You must have been just up in your room fooling around--or probably talking on the phone. Can't you ever learn to be dependable?

TYPE ____________________

(13) _____ Parent: I'll be back afterwhile.

TYPE ____________________

(14) _____ John: What's the matter? Why the dead-pan look? Come on--let's have a little life here. What a greeting I get when I get home.

TYPE ____________________

(15) _____ Parent: You should have been home at 1:00 o'clock, and you're an hour late. It sure shows you can't ever be trusted.

TYPE ____________________

(16) _____ Father: (to 18-year-old daughter) You want to apply for for a job as a truck driver? Don't you know girls don't drive trucks?

TYPE ____________________

(17) _____ Mother: (On seeing good white embroidered place mats had turned pink after her child did the laundry as a "surprise") What a careless thing you are! Don't you ever listen? How many times have I told you to wash only the white things together and not the colored clothes in with the white clothes! This is just like last month when you tried to wash my best china and broke my best cup.

TYPE ____________________

(18) _____ Parent: I am hurt that you are so lazy.

TYPE Sending a mixed message: Taking responsibility for feelings but also sending an accusing message.

Worksheet 1e

(19) _____ Parent: You did a good job on the lawn, but you surely messed up the driveway.

TYPE ____

2. Directions: Change the comments of the mother in example # 17 to a statement which would not tear down the daughter's self-esteem.

____

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3. Discuss: Entire worksheet.

****

Representative answers to number 1.

(1) P
N--Not listening for feelings; sending accusing messages.
(2) N--Using language "overspeak," using ten words for one.
(3) P
P
(4) P
N--Sending "you" messages, name-calling, tearing down the personality of the other.
(5) P
P
(6) N--Not taking responsibility for feelings; sending accusing "you" messages.
N--Name-calling, tearing down the other person.
(7) P
P
P
(8) N--Not taking responsibility for feelings; sending accusing "you" messages, "throwing in the kitchen sink," name-calling.
(9) P
(10) N--Name-calling, sarcasm, assuming, not taking responsibility for feelings.
(11) N--Name-calling, assuming, "throwing in the kitchen sink," not staying with the present issue, sarcasm, attacking the personality of the other, demeaning the other, etc.
(12) N--Name-calling, not remembering COIK, CLEAR ONLY IF KNOWN, assuming, judging without having all the facts.
(13) N--Using non-specific, not exact statements.

Worksheet 1f

(14) N--Not being aware of the environmental situation, name-calling.
(15) N--Assuming, judging before knowing all the facts, drawing a universal conclusion from one instance.
(16) N--Stereotyping, labeling.
(17) N--Sending accusing "you" messages; name-calling, "throwing in the kitchen sink," bringing up the past.
(18). As noted on worksheet 1d.
(19) Sending a mixed message, taking responsibility for one's feelings but also sending an accusing "you" message.

Representative answer to number 2.

> Mother: I'm pleased you did the laundry when I was so busy, and I'm also happy that you wanted to surprise me. Did you notice that the place mats are pink now, not white? That the red washcloths and towels faded and turned all the white things pink? I'll have to say that first I was terribly disappointed. But let's see if we can get the pink out by bleaching these things. And, I know you learned one lesson from this, didn't you.?

WHAT'S THE MESSAGE HERE

Worksheet 2a

1. Directions:

1) What principles in communication do the following exemplify? (Representative answers are on worksheet 2b.)

2) After each example, write what the example actually communicated.

(1) Don't fence me in!

(2) Silence is golden.

(3) There was so much going on that I couldn't think.

(4) Sometimes he looks at me with raised eyebrows! Sometimes, he doesn't look me in the eyes when he talks to me.

(5) If it's one thing I like it's a firm hand-shake, not a wishy-washy one.

(6) The silence was so thick, you could cut it with a knife.

Worksheet 2b

2. Discuss: Entire worksheet.

NOTES:

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Representative answers to number 1.

1) The language of space.
2) Saying "nothing" says "something."
3) External stimuli can hamper communication.
4) Facial gestures communicate.
5) The language of touch.
6) Saying "nothing" also "communicates."

COMMUNICATION AND BUILDING SELF-ESTEEM

Worksheet 3a

1. Directions: Participants form teams and do the following exercises.

1) What part does communication play in building a child's self-esteem?

____

____

____

2) List as many examples as you can of positive or negative effects of communication on a child's self-esteem. (Refer to previous worksheets if you wish.) See examples below.

Positive: I really appreciated your doing the grocery shopping today.

Negative: You're just like your Aunt Sally. Lazy!

POSITIVE: ______________________________________

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NEGATIVE: ______________________________________

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3) Compare and discuss answers to the above.

Worksheet 3b

2. Directions: Participants individually read the statements from "Ann Landers columns" below. Following each statement, write a "REMEMBER" statement which sums up the message in the example.

Dear Ann Landers: My dad is always calling me "stupid," "clumsy," "a slobby kid," and other belittling names. He does this both in front of people and when no one is around. I pretend it doesn't bother me, but it hurts.

Should I tell him or keep quiet? (P.S., I cry a lot.)

MISTY

Ann says: Children have a way of living up to their parents' image of them. I seriously doubt that your father realizes the damage he is doing. See that he reads this. In fact, hand it to him. *

REMEMBER:

Dear Ann Landers: A young neighbor of mine has six children under 12 years of age. I always have admired this young woman and marveled at the way she handles her growing family. The children get along beautifully. They are cooperative and mannerly. Yesterday, I learned her secret.

She told me she makes it a point to spend at least 10 minutes each day engaged in a personal conversation with each child. This makes them feel "visible." It adds to their self-esteem and reduces the sibling rivalry that most children grow up with. A child doesn't resent a brother or sister who gets parental attention if he gets his share.

Will you please find room in your column for this little nugget, Ann?

Worksheet 3c

Ann says: Here's the nugget and my thanks for allowing me to put it in a showcase for other mothers to see. If every mother who reads your letter will make a special effort to act on your suggestion today, I'll bet they'll be astonished at the results. **

REMEMBER:

3. Discuss: Above individual responses and entire worksheet.

NOTES:

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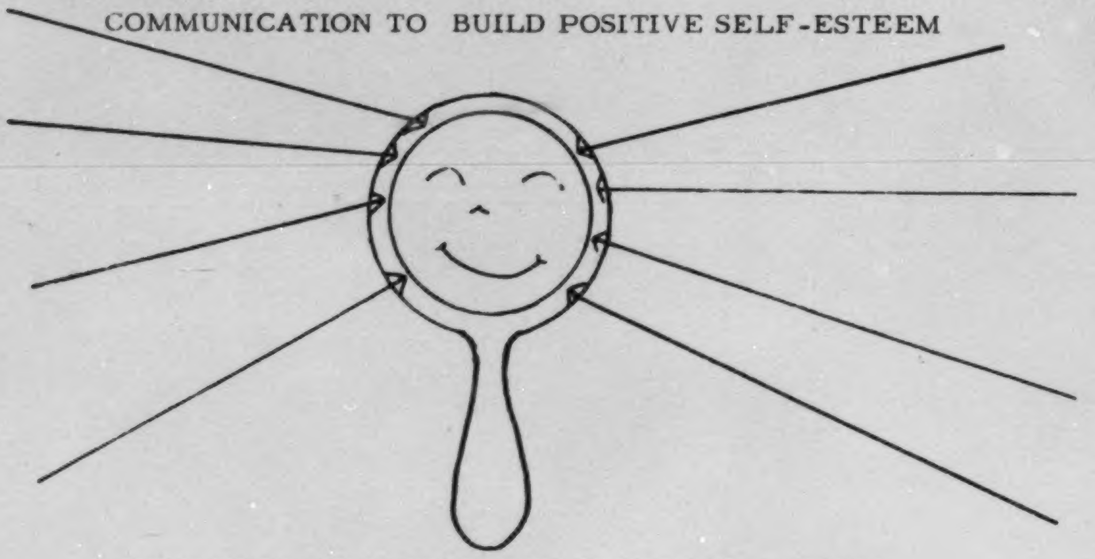
*Ann Landers, The Des Moines Tribune, June 12, 1975.
**Ann Landers, The Des Moines Tribune, n.d. available.
Used by permission of Field Enterprises, Chicago Sun Times.

WORDS AND THE CHILD'S SELF-ESTEEM

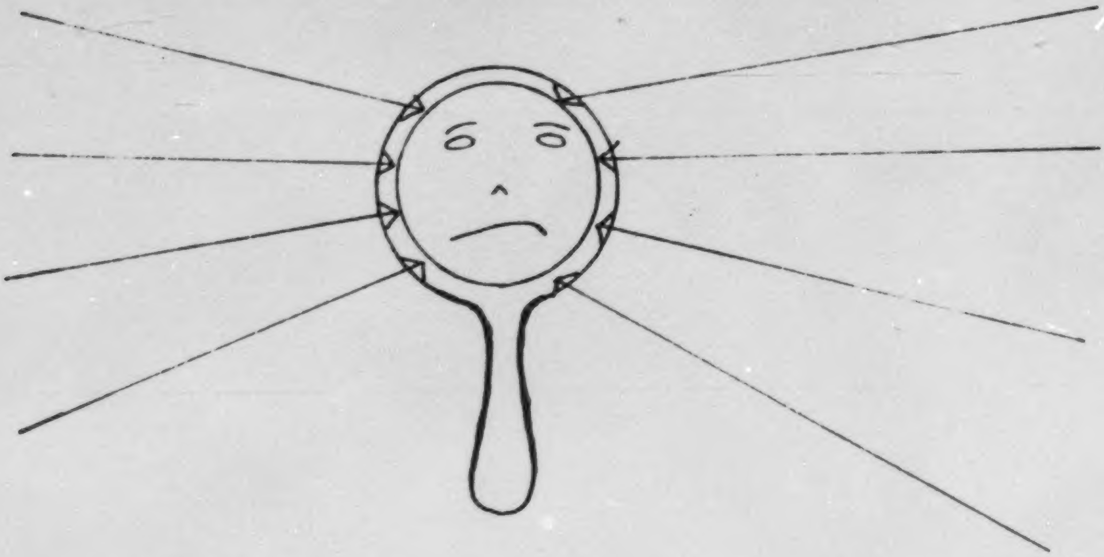
Worksheet 4a

1. Directions: The following diagrams are similar to those shown in the first workshop of this series. In these, however, you are to complete the diagrams using actual samples of communication to illustrate building positive or negative self-esteem in a child.

COMMUNICATION TO BUILD POSITIVE SELF-ESTEEM



COMMUNICATION THAT DAMAGES SELF-ESTEEM



Worksheet 4b

2. **Directions**: As the concluding exercise of this series, write a "REMEMBER" statement of your own regarding communication and building self-esteem.

REMEMBER:

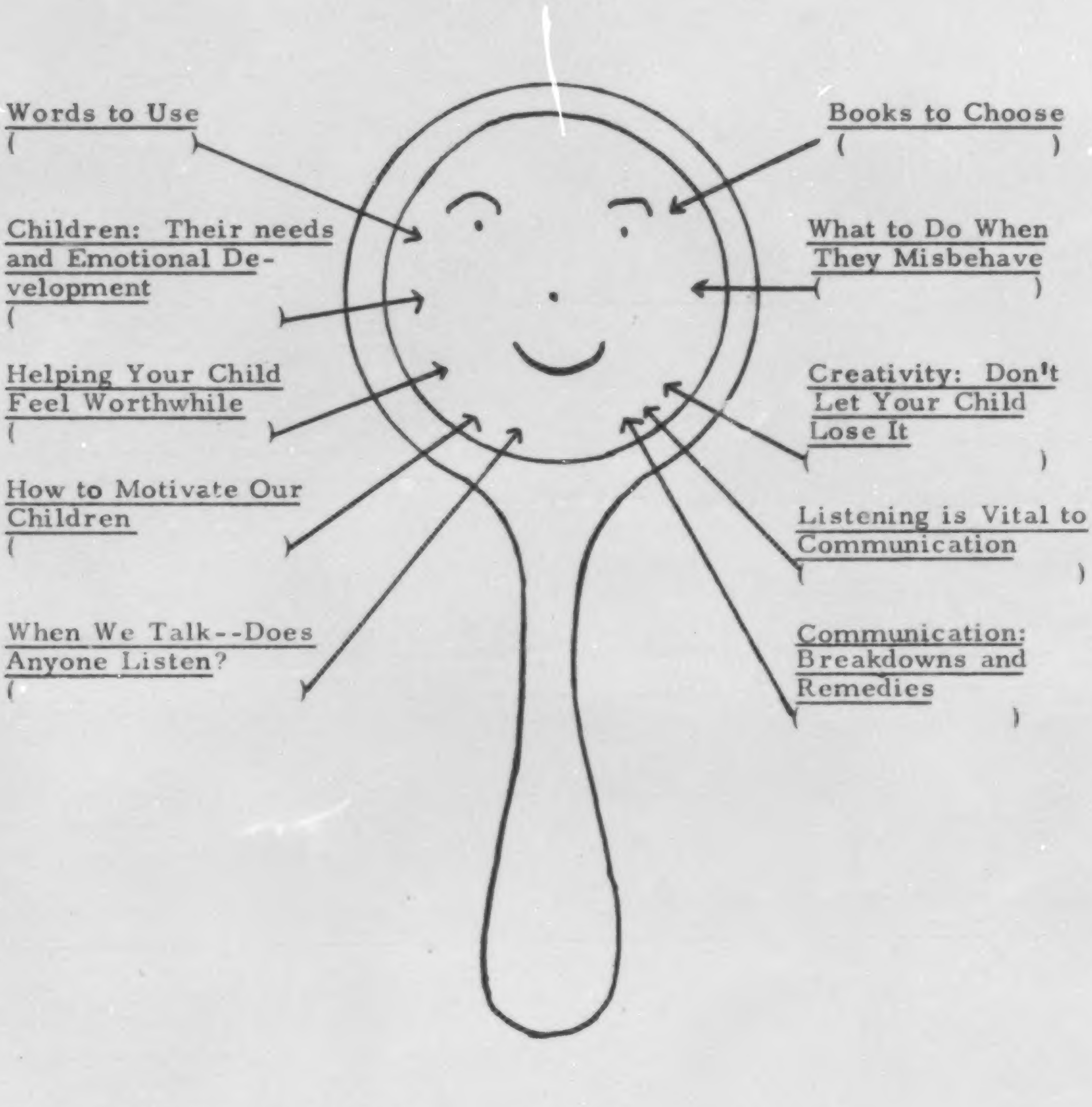
3. **Discuss**: Entire worksheet.

NOTES:

FAMILY LEARNING--
COMMUNICATION AND SELF-ESTEEM

Worksheet 5

1. **Directions**: The following diagram shows that each of the Family Learning Center Workshops is important to a child's self-concept. To complete the diagram, you are to show the effect good communication has on each of the areas discussed. Look at each title. Then ask yourself, "How important is good communication to each of these areas?" Write in your answer in the parentheses below. (Use the words Strong, Average, or Weak.)


Words to Use
( )
Books to Choose
( )
Children: Their needs and Emotional Development
( )
What to Do When They Misbehave
( )
Helping Your Child Feel Worthwhile
( )
Creativity: Don't Let Your Child Lose It
( )
How to Motivate Our Children
( )
Listening is Vital to Communication
( )
When We Talk--Does Anyone Listen?
( )
Communication: Breakdowns and Remedies
( )

2. **Discuss**: Entire worksheet.

DRAW YOUR OWN CONCLUSIONS--SET YOUR OWN GOALS

Worksheet 6a

1. Directions: Participants form teams. Each team lists below the main points covered in this workshop. While this is being done, the moderator lists main points on chalk board or flip chart. Compare lists and discuss.

____

____

____

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____

____

2. Directions: Set goals for the week.

   1) Reexamine the goals you established in Communication I at the beginning of the Communication Workshop series. Write these goals below.

   ____

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   ____

   ____

   ____

   ____

   2) What communication barriers did I need to overcome to accomplish these goals?

   ____

   ____

   ____

   ____

   ____

Worksheet 6b

3) At which of these have I succeeded?

____

____

____

4) At which have I not succeeded?

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____

____

5) Question: Which of number 3) and 4) above will I continue to be mindful of?

____

____

____

6) Underline number 5 if you wish this as your goal. If you wish to set an alternate goal, write this in the space below:

My alternate goal: ______________________________

____

____

____

3. Discuss: Entire worksheet.

NOTES:

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The Des Moines Family Learning Project
Family Learning Center Workshops

A Series
For Growth and Getting Along Together

Worksheet Package
For

DISCUSSION GUIDE--III

DISCUSSION GUIDE III
FOR
COMMUNICATION: BREAKDOWNS AND REMEDIES
LISTENING IS VITAL TO COMMUNICATION
WHEN WE TALK--DOES ANYBODY LISTEN?
CONCLUDING COMMUNICATION

Directions to moderator: The following suggested discussion guide is based on the concepts presented in the nine preceding workshops. (Those suggestions marked with an asterisk can be used for individual or team activities.)

1. What are the basic elements in communication?

2. When communication breaks down, what should be considered?

* 3. In ten minutes time, list as many barriers to effective communication as you can.

* 4. How many of these barriers pertain to the way we talk to others?

* 5. How many of these barriers pertain to the way we listen to others?

* 6. Refer to each of the barriers you listed in response to number 3 above. What remedies could improve each situation?

* 7. What are the main areas of non-verbal communication?

8. When we listen to others, what should we listen for?

* 9. List the steps involved in active listening.

* 10. List mistakes which can occur in listening to others. (In what ways can we listen without really being helpful?)

* 11. What are the values of active listening?

* 12. When someone talks to us, what are some of the things which keep us from adequately hearing the content of the message?

13. How much faster do we think than we speak?

14. How can anyone tell if we have listened and understood his feelings?

* 15. What things should be considered if we want to be listened to when we talk?

* 16. How many different ways can you use these words: light, mean, cool? What does this show us?

17. Why is it important for us to consider the self-concept of the person we are talking to?

* 18. List types of talking we should avoid if we want to be listened to?

19. When we are angry with someone, why should we avoid putting the accent on "you" when we talk?

20. What does it mean to be responsible for our feelings?

21. List as many principles as you can which are helpful in resolving conflict.

22. Of all the communication barriers presented, which do you consider the most damaging?

23. Is there a connection between parent and child communication and self-concept? Explain your answer.

24. Is this connection a "two-way street?" Can the self-concept of both parent and child be affected in their communication with one another? Give examples.

25. Draw a mirror image showing the way a child's self-concept is formed. List as many influences in communication as you can which affect a child's self-concept.

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